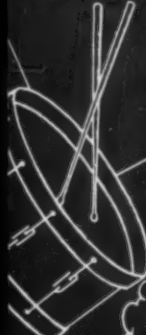


# School Activities



MAY, 1958



Walton Junior Chess Club—Delaware County Schools, Walton, New York



Setting for "The Red Shoes"—Junior High School, Lawrence, Kansas

New and Revised Ideas for Teachers and Student Leaders

# National School Yearbook Association

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# School Activities

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May, 1958

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# *As the Editor Sees It*



The end of the year, and time again to emphasize the absolute necessity for carefully evaluating every phase of every extracurricular activity of the school.

Exactly, just what were its (1) strong points, (2) fairly strong points, (3) average points, (4) fairly low points, and (5) really low points? And, exactly, just how can these strengths be maintained and these weaknesses be strengthened next year?

This evaluation calls for an unhurried, unprejudiced, and written-down-in-detail assessment. The sponsor and officers, perhaps even a special committee, should be charged with this evaluation and proposed capitalization.

How else can maintenance, not to mention improvement, be attained next year?

Further, this evaluation should not only consider individual activities but also concern the entire program. Each activity or organization should be classified under one of these heads: (1) entirely satisfactory, (2) satisfactory, but improvable, (3) unsatisfactory, but improvable, and (4) satisfactory and unimprovable, that is, worthless. Obviously, the worthless activities (very often those justified only by tradition) should be dropped.

This evaluation could be made by a faculty committee, headed by the director of activities, principal, or some other competent administrative officer.

Here again, how can the entire program of extracurricular activities be improved without such an assessment?

One of the colorful "thoughts" of one of America's most famous industrialists, Eugene G. Grace, is this: "I live in the present and the future. I don't like to think backward. When a man stops thinking forward, he's done."

Certainly this is as true in extracurricular activities as it is in any other field of human endeavor. This term's team, newspaper, program, exhibit, schedule, conference, or council is finished, done, or accomplished, and while it can be and should be a springboard for next term's, it can never be next term's.

During the past few years many schools have developed and promoted various kinds of codes:

citizenship, sportsmanship, courtesy, and others. The most recent development is a dress-and-grooming code aimed at discouraging silly and outlandish fads, often imitative of the "styles" of current motion-picture or television "stars."

Such codes have done much, and will continue to do much, not only to set sensible standards but also to help establish them in actual daily practice.

Of course there may always be a few stupid students (sometimes supported by stupid parents—really stupider because they are old enough to know better) who will resist such "intrusion on personal rights." However, the great majority will recognize, accept, and try to follow such codes. And these students are the important ones, not the stupid ones in the fringes.

Our hat is off again to those hundreds and hundreds of students and teachers who, on their own time, and many of them on their own money, will attend student council, leadership, publications, cheerleading, and other types of workshops, clinics, and conferences this summer.

But, too, may we stress again, that such participation must be a good investment; it must return a profit to the school commensurate with the time and energy expended upon it. This, naturally, means careful preparation beforehand and intelligent capitalization afterward.

Perhaps you are not in an area in which some of the following workshops, clinics, or conferences are held—student council, school publications, speech and dramatic arts, school assembly, music, cheerleading, and athletics. If not, why don't you contact neighboring schools and organize one? The fact that one is not now available to you is ample justification for you to start one. We know, from experience, that (1) these events are intriguing and valuable, and (2) your success in making such a beginning will startle you. (Then write up your experiences for our other **SCHOOL ACTIVITIES** readers.)

Well, time to close for this year. We hope that you can look back upon it with pleasure. And we wish for you an enjoyable and profitable vacation. Maybe, too, you can make your vacation profitable to others by writing up your ideas, experiences, and plans for our readers.



*Students and sponsors acquire much information and inspiration through participation in summer workshops that assure better student council organizations.*

## Summer Workshops for Student Leaders

**S**UMMER WORKSHOPS HAVE BEEN ORGANIZED for high school student leaders during the past decade in twenty or more states. This sort of program was first established in Arkansas. The idea soon spread to Texas<sup>1</sup> and Colorado<sup>2</sup>. Since then it has been adopted in the East (New Jersey<sup>3</sup>, New York State, Pennsylvania, Maryland, Virginia), in the Far West (Washington, Oregon<sup>4</sup>, New Mexico), and in states between these two extremes (Missouri, Oklahoma, Louisiana).

Despite the scattered geographic location of the several workshops, they have a number of marked similarities and, as one might expect, some differences in program and emphasis. Having participated in several of these workshops and having studied the programs of others, the writer summarizes below some practices, reactions, and suggestions concerning these summer leadership training programs.

Probably the rapid development of these summer workshops in so many different states is in part a result of a changing point of view regarding the function of the student council in our secondary schools. There was a time when we expected student officers to be accomplished, fully qualified leaders.

It was thought that officers and members of

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the student council were elected because they were born leaders, or at least because they had already developed their potential qualities to a rather marked degree. It was felt that upon election they would be able to make a distinct contribution to the work of the council and to the school. It was thought that they did not need training as leaders. Only those who had the "right" combination of personality traits were nominated for office.

Today, however, there is a growing recognition of the role of the student council as a laboratory for citizenship. It is thought to be a place for students to develop into better leaders than they are at the time of election.

In a democracy most citizens should be eligible to hold office. Students are increasingly forced to select qualified leaders from the many who satisfy certain broad general requirements. Leadership seems to grow out of the situation<sup>5</sup> in which the group finds itself. If leaders are not well qualified when elected, it is the job of the council sponsor to do everything in his power to teach each student whatever he needs to know and to do.

Acceptance of this democratic point of view has turned emphasis beyond the project, or material outcome of the council's activity, to the process of developing the persons involved in carrying out that project. This interest in personnel and the learning situation involved has brought with it a desire to train leaders locally and on the state-wide level.

To be sure, the students attending these summer workshops are usually selected by their local principals because the students have already attained positions of leadership, or because they seem to possess those qualities of personality which appear to mark them for such posts. However, the emphasis in many of the summer workshops tends to be on group leadership techniques in a group situation.

The Mathes' council pattern, which is described below, capitalizes on the subgroups them-

### Our Cover

The upper picture shows some of the members of the Junior Chess Club of one of the schools in Walton, New York. The club, an after-school activity, sponsors a variety of activities and speakers on various subjects. Nearly one hundred students participate in the many activities. Among other innovations ten presidents were elected, each one to preside for two weeks. This plan gives administrative experience to a greater number of students. See article, page 298.

The lower picture shows the cast and setting of "The Red Shoes," presented by the Junior High School, Lawrence, Kansas. Two complete casts were used, each cast presenting the show twice. Performance of the students was on a very high standard, equal to those much older and having more experience. Many, many students acquired much training and experience, since two casts were used. Elaborate scenery and costumes and appointments involved many additional students and activities.

selves, which are assigned a variety of projects to perform. "Leadership training is inseparable from the development of group participation in problem solving."<sup>6</sup> In local schools, students other than the elite or status leaders can, and increasingly seem to, be provided with some form of leadership training.

Generally the summer workshops attempt to help student council leaders gain a common understanding of the role of the council in solving school problems through group action. They seek to explain techniques of group leadership to the participants and to provide experiences for them to practice what they are learning. They seek to acquaint participants with desirable projects and activities, with ways to organize effectively for group action, and with acceptable practice in general.

Some brochures claim that the sponsoring state association desires to promote "uniform" practice throughout the state. In practice, however, the associations seem to want to raise practice to a desirable minimum rather than to standardize it. As instruments of the state association of student councils, the workshops serve as means for publicizing the work of the state organization to present and prospective member schools.

Summer workshops for student council leaders are housed in a variety of settings. Many have been held on the campuses of state-supported and private colleges and universities. Some students seem to like to visit a college campus where they might live in the dormitories and become familiar with facilities and personnel who might be on campus during the summer.

The organizing committee often can count on help in its endeavor from campus personnel for supervising the dormitories, health services, recreational areas, and public relations. At Syracuse University, the Maxwell Graduate School of Citizenship and Public Affairs, a unique institution in its field, provided expert personnel to aid in planning the New York State Workshop.

On the other hand, locating a workshop in a center of population seems to encourage some participants to commute to the meetings from their homes. Such students tend to miss much of the fun and often much of the value of a workshop. The nearness of distractions in the city could lead to problems of supervision for the workshop staff.

With the availability of plenty of space for housing participants, there is the temptation to

allow a few "extra" people to take part in the workshop. This may result in a group which is too unwieldy for the purpose of practicing group techniques.

A few student council workshops, notably those in Colorado<sup>7</sup>, New Jersey, and Maryland, have been held on camp sites. More or less isolated, camps allow the workshop staff to organize all participants into groups which live, work, study, and play together for a period of several days without conflicting interests being thrust upon the workshopers. This opportunity to develop a feeling of unity among the workshop participants tends to accentuate the value of the experience.

When a conference is held in a populated area, the city can be available for sightseeing. A workshop, on the other hand, should effectively use the group as part of the training process for student leaders. This can be well done in a camp situation devoid of the distractions of civilization.

Regardless of the site where the workshop is held, the number of students attending a given workshop should not exceed one hundred twenty-five, or possibly one hundred fifty. In addition, a workshop staff of twenty to twenty-five will be needed just to supervise the program, not counting personnel available on the site to maintain the property, cook and serve the meals, and tend to other roles behind the scenes.

Many of the workshops allow sponsors who are not members of the staff to participate; however, their presence introduces the problem of providing a worth-while program for these adults. They should be encouraged to form their own discussion groups, rather than attend, and sometimes dominate, the students' sessions. A few adults, not on the working staff, can destroy the effectiveness of the workshop for the students.

In many respects the interests of the students and of the adults differ sufficiently to warrant holding separate sessions on student council for each group. The Colorado workshop is organized exclusively for students. In New Jersey the summer leadership camp is for the students, while the Rutgers workshop<sup>8</sup> in the fall is for sponsors and principals.

In general, each one of the summer leadership programs is set up with the idea of covering a certain amount of content about student council. In the announcements, programs, and study guides in many states one finds frequent mention of topics such as aims and objectives

of student council, organization of a council, desirable projects, financial problems, techniques of group leadership, parliamentary procedure, and council standards and evaluation.

Regardless of how much pre-planning or structuring goes into the program, it seems that the workshop sessions tend to stress many of the same points. It is well for the staff to be prepared in the several areas noted above. Students may go to the conference with specific questions that they wish to try to answer; however, most of them can profit by learning much more than just these answers. The more they learn about the theory and practice of council activities beyond their own schools, the better able they will be to solve their own local problems.

There seems to be value in providing each participant with a study guide or work sheet<sup>9</sup> for each one of the topics to be considered in lectures or work sessions. Notes can easily be taken on these sheets. References are often cited thereon for examination later. All of these mechanical helps facilitate learning on the part of the student. Copies of the New Jersey camp booklet can be secured by writing to the author.

There has grown up, especially in recent years, a considerable mass of published material on student council. New student leaders seem to need help in locating some of the books, magazines, pamphlets, and yearbooks on student council. They should be familiar with the publications of the National Association of Student Councils, with the books by Harry C. McKown, Joseph W. Smith, Kirkendall and Zeran, and others, and with the many magazine articles in this field.<sup>10</sup>

Many of the workshops have had books and reprints of articles available for sale at cost. The New Jersey camp has set up a library of materials which were collected and supervised by a professional librarian.

The workshop programs are organized in a variety of ways. The New Jersey camps have relied heavily on highly structured sessions, general assemblies, or classes on a number of topics, for the instructional part of the program. In Texas, one topic, such as aims and objectives of the student council, is considered each day, with a keynote address and workshop session all planned around this topic. George Mathes, of the Denver Public Schools, combines in Colorado the two types noted above.

It is important to allow, during the workshop itself, ample opportunity to try out knowl-

edge and skills explained in general sessions. A chance to practice, while learning, the skills of leadership helps indelibly to imprint them on the mind of the participant. At Mathes' camp each student is assigned to a camp council which chooses a name, selects a song, and composes a yell soon after being formed.

These councils are the basic units for planning the songfest, campfire program, athletic contests, dances, and banquet. Other states have followed the example set by Colorado in order to give the student participants experience, under guidance at the workshop, in forming committees, selecting chairmen, electing officers, solving problems, and planning the program.

While in Texas one summer, Mathes described hypothetical communities as the setting for each one of the councils at the workshops that year. When these councils were asked to state their aims and objectives, write a constitution, or develop solutions to school problems, they were supposed to respond in relation to the hypothetical community in which they found themselves.

When the writer served one summer as a consultant at the workshop at the University of Houston a similar pattern was followed with great success under the direction of Miss Vera White of LaMarque High School, LaMarque, Texas. The students not only carried out their assigned tasks well, but also developed skits, parades, costumes, etc.

Tremendous spirit was evident as yells and songs were used before each general session. Individuals rapidly merged into the group. Whereas each one came from a different school at the outset, he soon found himself to be a proud member of the "Timeless Tillers and City Dwellers," "Wrangling Roughnecks," "Nero's Fiddlers," or "Pesky Pop-offs." (The writer feels a sentimental attachment to the Pesky Pop-offs because they named their school after him.)

During an intermission at the dance following the stunt night, points were announced for the program that evening. Spontaneously, the groups formed. Cheers filled the air. And "Pesky Pop-offs" *et al.* snake-danced around the hall. Such orderly enthusiasm has rarely been seen.

There certainly is no magic in the situations which were described by the writer at the Houston workshop. The communities, schools, and their problems, with minor variations, might fit many localities. Yet the hypothetical situations that will be mentioned in a later article helped

participants to put into practice immediately what they had learned at the summer workshop for student council leaders.

Using the group itself as a medium for learning seems, more or less, to be a common ingredient at these summer workshops. The participants share in setting group goals and in making decisions on procedures while learning to respect each other's contributions. This is indeed a democratic way to solve problems.

#### FOOTNOTES

- <sup>1</sup> Wood, Donald I., "Why a Student Council Workshop?" *School Activities*, November, 1951, pp. 85-87.
- <sup>2</sup> Mathes, George E., "Leadership Training Complements Student Officers," *School Activities*, May, 1957, pp. 267-269.
- <sup>3</sup> Marden, Freda W., Don H. Hitchner, and William S. Sterner, "State Leadership Camp Is Unique," *School Activities*, May, 1957, pp. 273-275.
- <sup>4</sup> Knispel, Margaret, "First Oregon Workshop," *Student Life*, February, 1956, pp. 15f.
- <sup>5</sup> Bradford, Leland, and Gordon Lippitt, "The Individual Counts in Effective Group Relations," *NEA JOURNAL*, November, 1954, pp. 485-7.
- <sup>6</sup> Bratton, Patrick J., et al., "Status and Student Leadership in the Secondary School," *Educational Leadership*, January, 1956, p. 210.
- <sup>7</sup> Burkhalter, Effie, "High Times in the Rockies," *Student Life*, April, 1955, pp. 10f.
- <sup>8</sup> Sterner, William S., "Helping Council Sponsors Improve in Service," *School Activities*, April, 1955, pp. 249-251.
- <sup>9</sup> Shuster, Lillian, "A Workbook for Our Workshop," *School Activities*, December, 1955, pp. 125-127.
- <sup>10</sup> Sterner, William S., "Tips to Sponsors," *School Activities*, February, 1956, pp. 191f.

## Community Is Safety Conscious

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*Principal*

and

**JOSEPH T. BULLA**  
*Supervisor, Safety Patrol*  
*Massey Hill High School*  
*1060 Southern Avenue*  
*Fayetteville, North Carolina*

For several years the citizens, students, and advisers of Massey Hill High School and community have been working for a type of safety program that would promote the general welfare of their children.

Massey Hill High School can proudly boast of being the only North Carolina high school to have received the National Safety Award seven consecutive years for exceptional effort in



**Traffic Patrol "At Ease"**

Safety. This award is presented to the school which meets certain qualifications. Each year these requirements become more and more rigid.

A special assembly program was held in the fall for the purpose of presenting the Safety Award to the Safety Patrol within the school. Several outstanding personalities were invited to speak. Among the more distinguished guests present were the Mayor of the City of Fayetteville, the chairman of the Safety Council of Cumberland County, and the Sergeant of the North Carolina Highway Patrol.

In presenting this award the Mayor said: "It gives me great pleasure and a keen sense of pride to present this certificate of merit from the National Safety Council to the Massey Hill High School, for the seventh time. Massey Hill is the only school in the state that has earned and been awarded this certificate for this length of time. As Mayor of Fayetteville, and a close friend of this community, I am very proud to present this meritorious certificate to Mr. V. C. Mason, Principal, Massey Hill School."

The devotion to duty that the members of the School Safety Patrol put forth from year to year is an inspiration to see. As one realizes, there are many schools in the State needing traffic workers and it is numerically impossible for the organized law enforcement agencies to do this work; there just wouldn't be enough personnel to do the job and the other work of law enforcement would suffer thereby.

This is a type of work that school children can and should do. It is not only helpful to the people they serve, it is also good experience for the children doing the work.

Safety activities include student accident



reporting, monthly safety lessons and posters, safety inspection of buildings and grounds followed by elimination of hazards, student safety meetings, holiday safety instruction, and an active program among patrons.

Evaluation by a local committee of its school,

checked by a committee of the country's foremost safety educators, served to win the school honor-roll recognition. This constant examination is the school's most effective method to maintain personal security for young people in its charge.

***There are many varied projects subject to student council participation and promotion. The "Campus Clean-up" may be quite apropos in small high schools.***

## Student Councils Promote Activities

THE STUDENT COUNCIL CAN BE A MOST IMPORTANT FORCE for school improvement in the typical small secondary school. Opportunities for significant contributions to the school program are legion; but they will not find expression in a leadership vacuum.

If student councils are to realize their potential, school administrators will have to create an atmosphere conducive to the exercise of student imagination and creativity. Responsible student groups, when given the opportunity, make substantial progress toward the attainment of many of our most highly prized educational objectives.

Frequently, student councils in small schools cast about for an all-school project that will provide opportunities for wide student involvement and even include a measure of faculty participation as well. Councils search for an activity around which they can build a good deal of feeling for the school—an *esprit de corps*—which can be the basis for other student-council-directed activities.

Some small schools have developed either fall or spring "Campus Clean-ups" over the years. These activities have become traditionalized in many schools to the extent that long-range planning precedes the annual event. The student council at Battle Creek High School at Battle Creek, Nebraska, has directed the "Campus Clean-up" for a number of years.

Students and faculty don blue jeans and sweatshirts, drag out garden rakes, wheelbarrows, and other tools and work side by side cleaning up the school grounds. Parents provide pick-ups or trucks and the accumulation of leaves, paper, dead tree branches, and other refuse is gathered together and hauled to the town dumping grounds.

At Battle Creek High School the annual clean-up is held in the spring. Student feel that they

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want their school surroundings as attractive as possible when visitors descend upon the school for the end-of-the-year school activities—class plays, track meets, senior night, Baccalaureate, and Commencement. A second reason for the spring clean-up is the desire to leave the school site neat and well kept over the summer vacation period.

### *Planning*

The student council begins planning the clean-up early in the second semester. In the pre-planning stage, an evaluation of the previous year's clean-up day is held. Suggestions for improvement are received, discussed, and if they show merit, incorporated into the plans for the new year's clean-up program.

Following some experimentation, the Battle Creek student council divided the student body into four groups with faculty members sprinkled in for good measure. The most satisfactory grouping has been on the basis of classes. In a small high school the classes are usually small enough to work well and have developed a cohesiveness and class spirit that can be capitalized on in a competitive situation with other classes.

Student council committees divide up the campus area into sectors. The three upper grades in this four-year high school draw for a particular sector but the freshman class is assigned an area. The freshman class assignment is a part of the traditionalism—the freshman sector is the most difficult to clean. Upper-class members on the council hold greater voting strength and are



able to perpetuate the tradition. Freshman classes are usually larger than other classes, justifying, in part, the more difficult assignment.

Each class, under the leadership of its student council representatives, develops its own division of labor. Specific work assignments are decided upon in class meetings. Decisions about the number and types of tools needed, who shares what responsibilities, and the selection of work-group captains are made in class meetings.

The student council president and other officers provide the over-all leadership, working with the student council faculty adviser. Class sponsors guide and advise when it becomes necessary as the individual classes organize.

One-half day is allotted for the clean-up. When the starting gun is sounded, the spring air fills with sounds of garden rakes, scratching and pulling through matted grass and leaves. The rakers pull the refuse together, the wheelbarrow crews haul it to the curbsings, the loaders hoist it onto trucks or pick-ups, and the vehicles carry it to the city dump.

Students have developed a feverish competition. Freshmen hope to finish their assignment faster, neater, and better than their upper-class rivals. Seniors work to maintain the prestige their group has assumed. Work-group captains and student council members keep any "laggards" chastised into contributing their full measure to the cause.

Everyone, including the most staid faculty members, succumbs to the spirit of the enterprise and enjoys the afternoon clean-up. As soon as a class finishes its sector to the satisfaction of the student council representatives, its members are dismissed for the day.

#### WHAT VALUES DOES IT HOLD?

1. It gives the student council a wholesome project around which wholesome school spirit can grow.

2. It is an experience laboratory for the development and exercise of organizational skills.

3. It is an opportunity to bring students and faculty into a more informal, harmonious working relationship—students and faculty members develop new understandings of one another.

4. It fosters student and faculty pride in the school environment.

5. It contributes substantially to aesthetic values.

6. Students learn to give and to follow peer group direction.

7. Students gain an appreciation for the dignity of labor.

8. Student pride in the school carries over into the home, helping to bridge more successfully the gap between school and home.

9. Students are less inclined to throw paper and waste about the school grounds.

10. Pride in the outside surroundings carries over into the interior of the school buildings—students are less willing to deface or destroy school property after these experiences.

The campus clean-up can be a part of a larger program of good community-school relations. Evidence of willingness on the part of the school family to improve the school environment creates a kind of "feedback" into a larger reservoir of community good will toward education. It can be one part of an on-going program of wholesome activities.

Responsible student leadership is present in every secondary school student body, large or small. The perceptive school administrator and student council adviser will help create the kind of school atmosphere conducive to the activation of responsible student leadership. For the small secondary school the "Campus Clean-up" holds considerable promise.

## Life Making Values

Some athletic programs are definitely detrimental to the cause of education. Do we not lose sight of our educational objectives when we allow college athletics to degenerate into Roman holidays? Many of these athletes are not truly amateurs but are really gladiators and mercenaries in the center of the arena entertaining the howling mob. They have become an expendable means toward unworthy ends whereas sports should serve their welfare. Can anyone seriously argue that it helps a boy to ballyhoo him up to stardom? How many can survive such a handicap and still become fully useful citizens? Is there anything more tragic than the athletic heroes of yesterday?

To give the students a sense of values is one of the main objectives of education but when a high school or college makes a winning, subsidized team its major emphasis, when they forget the basic life making values inherent in the games themselves then they really are destroying the very values they are supposed to teach.—*Youth Leaders' Digest*

*Specific preparation and detailed organization are essentially necessary for practical training and efficient performance; thus assuring excellent results.*

## A Standard Operating Procedure for Newspaper Staffs

A STANDARD OPERATING PROCEDURE FOR NEWSPAPER STAFFS is a written guide to define the services, purposes, and objectives of the newspaper; to outline specifically the duties of the various members of the staff; to list suggestions for news values, writing, and editing; to propose a method of writing articles; to present a style sheet and a means for recruitment of staff; to state the advantages of membership of the staff; and to offer a bibliography concerning scholastic journalism and its pertinent ramifications.

This guide represents a set of procedures which may help to provide for an enlightened staff with a definite goal to produce a superior newspaper of which everyone can be proud. It is a permanent record which sets forth the policy of the newspaper and which can be studied and reviewed by staff members and advisers.

Most important, it is a record which they can evaluate at intervals and suggest new ideas, new methods, and a new perspective so that the newspaper plays a dynamic, realistic, and important role in the education of youth.

The newspaper tries to render the following services:

1. To present accurate news to those who are actively interested in the school—the students, faculty, administration, parents, and alumni.
2. To express student opinion and thought.
3. To unify the ideals and objectives of the school.
4. To try to promote an *esprit de corps* within the school.
5. To encourage and promote worthy college activities.
6. To serve as an outlet for the creativity of students as writers, photographers, artists, and cartoonists.
7. To promote scholarship and leadership.
8. To support the traditions of the school.
9. To record a permanent history of the school.
10. To uphold and demonstrate the best forms and the highest ideals of journalism.

HERMAN A. ESTRIN  
*Newark College of Engineering*  
Newark 2, New Jersey

### SUGGESTED LIST OF DUTIES OF THE STAFF MEMBERS

#### *Editor-in-Chief*

1. Call a meeting of the editors and the business manager at least one week before deadline, to decide jointly on news, features, sports articles, and pictures for the next issue. The approximate length of the articles, in words, should be determined.
2. Inform each editor of the approximate number of column-inches available for his department. (To do this, the number of column-inches of ads and their approximate layout must have been previously determined by the business manager.)
3. Assign to each editor responsibility for handling all stories within his department.
4. Call a general staff meeting at least once every two or three issues for the purpose of discussing general policy, criticisms, etc. At these meetings request an outside speaker, one of the editors, or a member of the Department of English to deliver a prepared talk on journalistic procedure. (For any meeting those who are expected to attend should *always* be notified individually by a personal letter.)
5. Maintain liaison with the publisher.
6. Maintain liaison with the administration, faculty, and student body.
7. Establish a sound, consistent editorial policy concerning topics of school-wide interest.
8. Read and evaluate incoming mail. Send prompt answers when necessary.
9. Keep abreast of current journalistic trends by subscribing to and reading at least one journalistic magazine.
10. Discuss general plans for future issues with the associate editor.
11. Periodically examine existing operating procedures and duties. Consolidate, decentralize, or clarify the procedures and duties so that in-

creased efficiency will result. Prepare necessary written forms and instructions to facilitate operations.

12. Advise editors on problems concerning procedure, personnel, or any other matters which may arise.

#### *Associate Editor*

The associate editor should be someone who is prepared to take over the position of editor-in-chief. Therefore, he should assist the editor-in-chief whenever possible to become familiar with the editor's duties. However, the associate editor should also have specific responsibilities as listed below.

1. Act as expeditor to make certain that departmental editors will have stories ready by deadline.

2. Coordinate all staff activities, including the business staff.

3. Attend all joint-editors' meetings and deadline sessions.

4. Prepare a rough layout after stories have been assigned to the editors. Try to gain a general idea of whether the amount of copy on hand is more or less than is needed.

5. Orient new staff members to all phases of operation of the paper (how copy is prepared, layout, dummy, headlines, writing, business).

6. Render general assistance as needed to department editors during deadline sessions such as rewriting, headlines, or layout.

#### *News Editor*

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all news stories, preferably at a general meeting of the news staff.

3. Be alert for any and all occurrences at the school which may be newsworthy, and instill the same attitude in the news staff. (For this reason the news editor should preferably be someone active in other phases of school life, who is aware of all possible avenues of information concerning student, faculty, and administration affairs. However, he should not hold a position which may prevent him from fully discharging his editorial duties.)

4. Assume responsibility for having all stories in the office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Edit all news stories, considering length

(with respect to importance of the story and total space available), content, newsworthiness, sentence structure, grammar, and presentation (lead sentence, important facts first).

6. Determine layout for stories after consultation with the editor-in-chief and associate editor's rough layout.

7. Select headline styles and write headlines.

8. Paste stories on the dummy after return of the galleys or proofread.

#### *Features Editor*

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all feature stories preferably at a general meeting of the features staff.

3. At features staff meetings discuss possible new features and improvement of established features.

4. Assume responsibility for having all stories in the newspaper office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Edit all feature stories considering length, content, liveliness, and presentation. (Use a snappy start; arouse readers' interest throughout the story.)

6. Determine layout for stories after consultation with the editor-in-chief and associate editor and after examination of the associate editor's rough layout.

7. Select feature heads and styles.

8. Paste stories on the dummy after return of the galleys or proofread.

#### *Sports Editor*

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all sports stories, preferably at a general meeting of the sports staff.

3. At sports staff meetings discuss possible new sports features and methods of enlivening sports articles.

4. Assume responsibility for having all stories in the newspaper office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Edit all sports stories considering length (with respect to importance of the story and total space available). Check "sports"-worthiness, sentence structure, grammar, and presentation.

6. Determine layout for stories after consultation with the editor-in-chief and associate editor and after examination of the editor's rough layout.

7. Select headline styles and write headlines.

8. Paste stories on the dummy after return of the galleys and proofread.

#### *Photography Editor*

1. Attend all joint-editors' meetings and deadline sessions.

2. Assign all photo assignments.

3. Discuss photography techniques with staff members, especially the technique of obtaining unusual sports action shots.

4. Assume responsibility for having all stories in the office by deadline. (Preferably set own deadline before general deadline, or at a later specified date which unusual conditions may require.)

5. Decide, after consultation with the other editors, what pictures are needed for each issue.

#### *Exchange Editor*

1. Mail copies to other schools promptly after publication.

2. Go through exchange papers and magazines for possible items of value.

3. Expand reciprocal exchange agreements with schools not presently on the exchange list.

4. Handle all correspondence concerning exchange papers.

#### *Business Manager*

1. Attend all joint-editors' meetings and deadline sessions.

2. Handle all solicitations of ads and collections (with aid of staff).

3. Establish and print on bills standard advertising rates based on the current cost of living.

4. Keep accurate, up-to-date records of the financial status of the current cost of printing.

5. Check supplies and equipment frequently; and make additional purchases when necessary.

6. Prepare an annual budget for presentation to the Student Council after consultation with the editor-in-chief.

7. Have complete knowledge concerning all ads to appear in each issue (the number of column-inches of ads, ad copy, etc.) and lay out the ads roughly before the joint-editors' meeting is held.

8. Keep a close liaison with the faculty business adviser. Plan to meet with him before the first issue, and immediately after each issue in order to keep a constant check on financial problems and progress.

#### *Circulation Manager (or Assistant Business Manager)*

1. Assist the business manager with advertising matters.

2. Prepare a time schedule of available hours of student salesmen in order to achieve widest possible coverage of the student body.

3. Distribute a predetermined number of copies to faculty and administration offices and general locations.

4. Instill the desire in salesmen to sell the newspaper to individual students rather than merely stand passively next to a pile of papers which are on sale.

5. Collect all circulation receipts, and keep accurate records of cash and Student Council card sales and faculty distribution. Give the receipts and records to the business manager.

6. Plan to meet regularly with the business manager and faculty adviser in order to check financial progress issue by issue.

#### *News Values and Sources*

Coverage—Sources of news should be completely covered. These sources include the following:

Office of administration, department heads, and members of the faculty.

Library.

Faculty advisers of clubs (and classes).

Presidents of all the student organizations.

Extracurricular activities—See the coaches of various athletic teams, and the advisers of the various classes, publications, dramatics, and music.

Exchange articles.

Plant superintendent.

Public Relations Office.

Guidance Office.

Placement Office.

Balance—The news content should be well balanced among the various sources so that it includes copy of interest to all reader-groups. The paper should be free from such faults as too much column material on inside pages, long lists of names, overdevelopment of any one

source, personals as fillers on front page. A good news-feature copy should be placed on the front page.

**Vitality**—News should be timely and fresh. All stories should be developed from the most significant angles.

**Creativeness**—Human-interest stories should be developed. There should be feature stories of interviews and speeches. Copy should be devoted to accomplishments, experiences, and hobbies of students, administrators, alumni, and faculty. Varied feature material should be consistently used in all issues.

**Treatment**—Copy should be developed on the basis of news value. News emphasis should be placed upon *future* events rather than upon those which have already happened. A relationship should be based on the length, position in the paper, and the news value of the copy. All stories should be developed with completeness of detail.

### *Recruitment of Staff*

The following sources should be utilized to recruit staff:

#### *1. Members of the English Department*

The members of the English Department can recommend writers who have ease, fluency, and originality in their writings.

#### *2. Freshman Class Adviser*

From the data sheets which the freshmen complete for the adviser, a list of students who have indicated that they are interested in writing for the paper has been prepared.

#### *3. Director of Student Activities*

#### *4. Use of the Bulletin Board*

Place a request for writers on the various bulletin boards.

#### *5. Personal Contacts*

Request that staff members recommend their friends and associates who show an interest in the newspaper.

#### *6. Advertisement in the Paper*

Place an advertisement in the newspaper, requesting recruits for the staff.

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## **Stamp Show Is Incalculable**

**CHARLES McCLAIN**  
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A Stamp Club is being organized in the Pawnee Junior High School as a result of a Stamp Show that was held earlier in the school year. Students had been studying countries of the world through stamps. To culminate this activity, the students drew maps of the countries and placed stamps on the maps.





A Typical Example

Approximately thirty-five students exhibited their stamps, maps, etc., along with parts of collections from a few businessmen, two teachers, and several students in high school. Some 150 people, students and townspeople, were present to examine the exhibits and to hear a talk on stamp collecting by an experienced local collector, a doctor. The entire project has been interesting, challenging, and educational.

*A program for a mothers' study group is presented here, and although designed for sophomores, would be equally suitable for freshmen, juniors, seniors.*

## It's Sophomore Time

**W**HAT CONSTITUTES A COMPREHENSIVE, EDUCATIONAL PROGRAM for mothers in a study group? When interested parents meet in the evening to discuss the problems of their sophomores, they are deserving of a program possessing both new learnings and practice of this acquired knowledge. Participation on their part insures acceptance of the philosophy of a successful lecturer.

Standard operating equipment for the parent of a youngster of high school age ought to be a shockproof constitution, limitless supplies of patience, an understanding of how adolescents grow, and an ability to roll with the punches.

For one thing, you, the parent, rarely know in advance what role you're going to play. In quick succession (sometimes simultaneously) your offspring may cast you as a heartless monster, a slave driver, a hopelessly old-fashioned frump, a skinflint, a killjoy, or a prince among men.

Parents need a special set of antennae to help them understand all these lightning changes of mood and mind, which are frequently signs of growth in their youngsters.

You can use your everyday eyes and ears to note the outward signs of adolescence. But, everyday eyes and ears are not enough to divine and understand the growth going on inside—that slow difficult maturing of heart and mind,

**DOROTHY LEGGITT**  
Park Ridge, Illinois

body, spirit that will, some day soon, turn Mary and John into full-fledged adults.

One program that proved to be the best of the year for one study group is outlined herewith. Each person in the audience received a pamphlet designed as a textbook entitled, "It's Sophomore Time." Thus, the material could be taken home, for it would be a summary of research new to them.

The Table of Contents included these described chapters. With each is the method used in its presentation.

### *Chapter I. Developmental Tasks of Adolescence*

The definition of developmental tasks was followed by the description of the nine tasks as given by Dr. Robert Havighurst.

1. Accepting one's physique and accepting a masculine or feminine role.
2. New relations with age-mates of both sexes.
3. Emotional independence of parents and other adults.
4. Achieving assurance of economic independence.
5. Selecting and preparing for an occupation.

6. Developing intellectual skills and concepts necessary for civic competence.

7. Desiring and achieving socially responsible behavior.

8. Preparing for marriage and family life.

9. Building conscious values in harmony with an adequate scientific world picture.

#### *Chapter II. Analysis of the Task of "Achieving Assurance of Economic Independence"*

1. Nature of the task.

2. Biological basis.

3. Psychological basis.

4. Cultural basis.

5. American class

a. Middle class

b. Upper class

c. Lower class

6. Educational implications.

#### *Chapter III. Chart for Determining Social Class*

In the textbook prepared for this evening class, one page consisted of a rating scale and a score for each total of points.

##### *Illustration:*

##### *House Type*

|  |    |
|--|----|
| a. Large houses in good condition  | 3  |
| b. Large houses in medium condition; medium-sized houses in good condition                     | 6  |
| c. Large houses in bad condition   | 9  |
| d. Medium-sized houses in medium condition; apartments in regular apartment buildings          | 12 |
| e. Small houses in good condition; small houses in medium condition; dwellings over stores     | 15 |
| f. Medium-sized houses in bad condition; small houses in bad condition                         | 18 |
| g. All houses in very bad condition; dwellings in structures not originally intended for homes | 21 |

#### *Chapter IV. Helps for Youth*

Here was included a copy of the Purdue Opinion Panel. The problems of adolescents were listed, together with the per cent of the polled results. Following each were suggestions of what parents can do.

1. Concern about their bodies.
2. Success in studies.
3. Feelings about school courses.
4. Desire for social success.
5. Dating problems.

6. Personal trouble spots.

7. Fitting into the adult world.

8. Religious problems.

#### *Chapter V. A Checklist for Parents*

Again, there was opportunity for participation on the part of parents. Twenty questions could be answered as YES or NO. Sample ones are these:

1. Do I cheerfully take time out to be with my children—not just occasionally, but often enough so that they can plan on it?

6. Do my children know that they can count on my sympathy no matter how seriously in trouble they may be?

20. Does the family as a whole enjoy frequent recreational activities together?

#### *Chapter VI. Responsibility*

Rules for use on the part of the parent were listed. Some of these are included:

1. Be sure your child feels loved, welcome, and important to you.

2. Watch for your child's first attempts to help you or to do things for himself. Encourage these attempts.

3. Praise more than you punish. Praise for effort as well as performance. Trying hard shows responsibility, even if results aren't perfect.

4. Allow your child to make mistakes without feeling guilty. Let him know the important thing is trying.

5. If you are a parent, keep in close touch with your child's teacher.

#### *Chapter VII. Steps in Problem-solving*

Every person needs to know the steps in the problem-solving procedure. The steps were listed and applied to one problem: "Choosing a Vocation." The generalizations of problem-solving are included.

1. Recognize and define the problem.

2. Make preliminary observations and collect information.

In other words, gather all the facts you can that seem to underlie the problem.

3. Analyze these facts and see how they are related to the problem.

Some facts may contribute to the problem or present obstacles that stand in the way of solution. Others may be assets that will help in solving the problem. Analysis of the facts may reveal underlying conflicts or other causes of the problem and furnish clues to solution.

4. Formulate possible solutions to the problem and evaluate them.

Form one or more trial answers. In scientific method these possible solutions are called "hypotheses." Then evaluate these solutions not only in regard to how likely they are to solve your immediate problem, but also in relation to your values and goals.

5. Try out what seems the most promising solution. Choose the solution which seems best to you and go to work to solve the problem. In scientific work this is called "testing your hypothesis."

6. Check to see how the solution is working out.

7. Be ready to make changes in your problem-solving play.

You may have to revise your solution or try a new one and test again, until you arrive at a workable solution of the problem.

This program seemed to meet the needs of sophomore mothers in one particular community. Each received much information that was new and challenging. Self-evaluation was measured by the rating scale. Future meetings would permit assimilation of more facts and analysis of problems experienced as a mother of a sophomore.

***Opportunity for participation in practical school work and activities; and good counseling and guidance service are important factors in student training.***

## Guidance, A Real Necessity

**W**HEN TEEN-AGERS RECOGNIZE THE DESPERATE NEED for something to be done to stem the rising tide of maladjustments, leading not only to wasted lives, but also to disorder, violence, and crime it is time something was being done. A recent original oration written by Terry Sandlin of the Greenleaf High School dramatically calls attention to the sad Starkweather case and the disorder and violence in the New York City Schools and elsewhere. He emphasizes the fact that last year alone 2,262,450 major offenses were committed by ten- to seventeen-year-old children.

Educators all know that crime, disorder, and violence stem from deep-seated maladjustments. The school cannot assume the entire responsibility of detecting, overcoming, correcting, and safeguarding individuals and society from the dangers incident to deep-seated maladjustments. Many maladjustments, we know, are of a hereditary nature.

Some maladjustments develop as a result of the lax way in which our courts have been in the habit of dealing with juvenile delinquents. Surely the home, the church, the school, the courts, every local character-building agency, and society as a whole have tremendous responsibilities for so guiding and directing the child from birth to maturity that he will be a happy, well-adjusted citizen of our great democracy.

To meet its share of this great responsibility each and every school system should have a full

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time qualified director of guidance. Public education is an essential service provided for the benefit of all the people and the general well-being of the nation.

Each year our country spends more than two per cent of its national income for education, and that is not nearly enough. Where an investment of billions of dollars is involved every precaution needs to be taken to see that each individual pupil receives the greatest possible benefit. To do this wise counseling and guidance are essential.

Each teacher from kindergarten to the holder of a distinguished professorial chair in a graduate school is employed to do a certain job which is established with reasonable clarity. The teachers of our country conscientiously do honestly, as well as they can, the jobs for which they are hired. Their personalities and characters make effective impressions on youth. Their manners, persuasions, and moral and spiritual values have tremendous influence. It is no reflection upon the teachers or their teaching that the necessity for specific guidance services has emerged. The prime function of guidance is to help make good teaching better.

There is great need in our confused world today for better morals, more self-discipline, a

sounder sense of values, a deeper awareness of what we owe to the great artists, scientists, teachers, thinkers, inventors, explorers, statesmen, poets, and patriots past, as well as present.

But all these learnings leave the pupil poorly prepared for life unless he has been aided in himself discovering, developing, and directing his educational, emotional, spiritual, and physical resources so as to enable him to realize his highest potentiality as a responsible member of society who will make the world a little happier and better because he has lived in it. Guidance must help the pupil discover himself and how to make the best of his potentialities.

Each pupil needs to learn that school is a place where he is equipping himself for life now as he is living it in the school, the home, the church, and the community as well as for a future vocation through which he will be a well-adjusted, self-supporting, contributing member of the social group.

The young person in school needs to realize that the ideals, ideas, facts, and skills learned in school are really his kit of tools with which to work later in life. The good character qualities taught and caught in school give him moral stamina and stability. The spiritual and emotional guidance given in school adds depth, fervor, and inspiration for his upward climb through life now and in the years that lie ahead.

Good teaching is heavily laden with responsibility in leading and guiding students in the ways of righteousness and profitable living. The good teacher bends every effort to help each pupil formulate in this thinking a workable philosophy of life. But the good teacher is only human. The specific subject matter field that his job requires coupled with the ideals, character and citizenship learnings keep the best of teachers very, very busy. Even those best teachers need the help of a guidance counselor, who will help them study individual students, discover individual needs, and find ways to meet these needs.

Through personal life histories, group testing programs, individual counseling interviews, home and other visitations, etc., the guidance counselor studies the individual student and helps him understand how his school work is equipping him for his chosen future life work. The counselor helps the individual pupil see his needs, discover his potentialities, find and develop life purposes, select and develop a system of values, and finally formulate plans of action in preparing for a

a worth-while life work in keeping with his abilities.

The work of the guidance counselor is twofold. It is to help the pupil understand himself and make the most of his school opportunities. And also it is to help the individual teacher know more about the individual pupil and how to help him most effectively gain the maximum benefit from his school opportunities.

The counselor endeavors to help the teachers see how they can through their regular school work, activities, and friendly advice produce self-regulating individuals who are motivated by a sentiment of respect and loyalty to themselves and those about them.

Greatest emphasis should be upon the acquirement of intelligent moral self-regulation which comes as a result of a wholesome self-confidence born of rectitude and enhanced by the realization that one has fixed upon a chosen lifetime career in keeping with his real capabilities and interests. This kind of choice can best be made on the basis of the findings made by the guidance counselor who has studied all of the facts compiled in the individual's guidance file.

The pupil's self-confidence is further enhanced by the feeling that he has committed himself to a set of permanent values, which he is encouraged to discuss freely with the guidance counselor. Through these interviews he becomes increasingly aware of the fact that the choices made each day definitely affect the quality of life possible for him in the future.

For an effective guidance program it is necessary for the pupils, the parents, the teachers, and all of the friends of youth and education to work together with the guidance counselor in a genuine attempt to discover and develop the best in each individual pupil. The first step in setting up the program is to understand it as a means of helping each individual find his rightful place in life and prepare for a successful worthy life work.

The next step is the wholehearted support of the program by the teachers, community, and administration. Then there are the formal steps of building the individual counseling files, making personal life histories, giving tests, analyzing and studying the test results, holding personal interviews, follow-up studies, visitations, committee meetings, etc.

Students should always feel free to take their problems to the counselor who is in duty bound to hold them in strictest confidence. To be an



effective counselor teacher, pupil, and parents must all find in the counselor a trusted friend and adviser who by reason of his background of training and experience is very helpful.

It is important that a careful study be made of the students who achieve below their intelligence level of capability. It is also important to study the tests to discover pupil strengths and weaknesses. A lot of things about a student can be learned from a careful study of psychological tests, but this takes time and the classroom teacher does not have the time to do it.

Effective guidance takes time. Personal interviews cannot possibly be hurried. A good counseling program can eliminate many of life's misfits. We all know that one is happiest when he finds himself in the type of work for which he is best fitted and has learned to adjust himself to life about him.

The big purpose of all guidance is to help the individual find himself and his place in life which is the key to happiness. The happy, busy individual has no time for criminal tendencies to develop. The destiny of humanity is at stake.

The kind of guidance which unites the school, the home, and all the agencies for good in the community in a common project of giving each youth a purpose in life, a plan for a worth-while life work, and equipping him with the necessary character qualities, ideals, knowledge, and skills. It is time for all of us to realize that we have a responsibility for helping youth build worth-while lives. In earnest let us each ask ourselves Markham's great question:

"Why build these cities glorious,  
If man unbuilded goes?  
In vain, we build the world,  
Unless the builder also grows."

*Occasional accidental injuries are inescapable in classrooms, playgrounds, corridors, games and sports—everywhere. The insurance problem is important.*

## How Shall We Pay for Athletic Insurance?

**A**CCIDENTAL INJURIES ARE OCCASIONALLY SUFFERED by pupils who engage in interscholastic athletics even though such athletic participation is supervised by competent officials and the best of equipment is provided by the school district. The question has often been raised as to whether a school can be held legally responsible for the expenses incurred because of such injuries.

Thus far no court cases have set a precedent concerning the administration of such a program; however, in a recent national survey of school superintendents it was revealed that ninety per cent disregarded legal immunity and recommended the purchase of liability insurance if the state would permit it.

Thus it appears that the main question is not whether insurance is necessary, but merely which is the best method of caring for expenses involved in athletic injuries.

Insurance spreads the loss that falls upon a district equitably over others exposed to and assuring the same type of risk. This eliminates or reduces the possibility of a large uncertain loss. This is the basis of operation for all types of insurance; yet, there are approximately one

### LEROY RAPP

*Perry Township Junior High School  
Indianapolis, Indiana*

thousand companies selling health and accident insurance policies. With this vast array of policies a great deal of comparing of alternative policies must be done if sufficient coverage at the lowest possible premium rate is to be obtained.

The Indiana High School Athletic Association has accepted this task of bargaining on a collective basis with the various insurance companies. On a prescribed date any company that so desires may submit a master policy to the Board of Directors for their consideration. After careful study this board recommends or sponsors an athletic injury insurance through a commercial company. No school is obligated to purchase this policy, but by bargaining collectively it is possible to secure a most favorable rate and schedule of benefits.

All commercial insurance companies must establish the premium rate high enough to include money for operational expenses and profit as well as the amount necessary to pay claims. In a study that was conducted by the National



Association of Public School Business Officials it was learned that nearly fifty per cent of the premium was used for the customary operating expenses of the company. However, no matter how low the percentage of profit, it can be seen that self-insurance saves a school district the usual thirty to fifty per cent operating expense item incurred by the companies.

Since the school is not legally liable for injuries received through participation in athletics, parents are usually grateful for any contribution that a school can make to lessen the expenses of an injury. Therefore, the plan which the Indianapolis, Indiana, Public High Schools use appears to be an excellent method of providing for the care for such expenses. Their plan has been in effect for five years, and nearly everyone who has had any association with it expresses enthusiastic approval of the idea.

There are eight public high schools in Indianapolis, ranging in enrollment from 814 to 4,154. All of these have an athletic program which includes football; therefore, each fall the schools combine their efforts in a football jamboree. This is the opening contest for each school and serves as a curtain-raiser for the ensuing season. Each team plays only one quarter; thus, the Indiana High School Athletic Association does not count this as one of the nine games a school is permitted to play.

Usually, this pre-season affair attracts between seven and ten thousand people, netting a gross gate receipt of approximately six thousand dollars. One-half of the proceeds is then divided equally among the participating schools and the remainder prorated to each school on the basis of its enrollment. One of the stipulations to receive a share is that the money must be used only for the expenses of athletic injuries.

Also, the Athletic Council drafts a master schedule of benefits which each school must observe. This practice of self-insurance eliminates the big items, operational expense, and profit; thereby, the Indianapolis Public High School schedule of benefits is even more liberal than the schedule obtained by the collective bargaining of the Indiana High School Athletic Association.

The Indianapolis schedule adopts the same broad coverage as the State-approved plan, yet the benefits exceed the collective State-approved plan by nearly twenty-five per cent. In only three cases does the Indianapolis schedule provide less

than a twenty per cent increase over the very good commercial plan.

Another advantage of this plan is that it prevents "padded" claims. Whenever a boy is injured he must obtain an injury report blank from the athletic director of his school for the doctor to fill out. When the boy is released by the doctor, the parents must pay all bills.

Whether or not a contribution is made to reimburse the parent for the expenses in case of injury is entirely within the school's discretion, but usually upon presentation of the paid bill and injury blank the athletic director will write a check for the bill or the amount as set forth in the schedule of benefits, whichever is lower.

If a parent has a commercial policy that will cover the medical and hospital care of an injury, the school does not feel obligated to reimburse the parent unless their family insurance does not cover the entire amount. In this case the usual procedure is to pay the remainder of the bill. In a recent survey of the athletes in the largest Indianapolis high school, it was revealed that fifty-two per cent were thus protected through family policies.

The Indiana High School Athletic Association has a rule which states, "Previous to a student's first practice for any interscholastic athletic contest, he shall have on file in the Principal's office for each school year, a Parent and Physician's certificate of physical fitness, giving the written consent of the father, mother, or guardian for athletic participation."

Although there has never been a court case in Indiana to determine whether a school district is responsible for injury, there is no doubt that this signed certificate would carry much influence in a court decision. However, the *Thomas vs. Broadlands Community Consolidated School District*, No. 201, decision shed much light on the pertinent question concerning a school's immunity to suit if liability insurance was carried by the school.

In the opinion of this court a school is liable to have suit filed if insurance is carried; thus, the Indianapolis plan would not only provide excellent aid but would also protect the school's immunity to suit.

Perhaps not all schools could feasibly follow this plan; however, since it has met with such outstanding approval in Indianapolis, it might well be considered as a possible plan in other localities.

## A Tale of Two Activities

**JOSEPH G. PLANK**

*Adviser, The Red and Black  
Senior High School  
Reading, Pennsylvania*

*"... we find, I think, that they are all suffering from the same thing. The final cause of their complaint is loneliness."*

These words of Thomas Wolfe came to mind a few nights ago, when I sat in an otherwise empty row of seats in an auditorium that had many empty rows of seats. The occasion was the inaugural of what we fondly hope may become an annual Public Speaking Contest at my favorite high school.

Outside, a gusty rain made the night a good one to stay at home. Evidently, all over the city of more than one hundred thousand, the citizenry had received the message. At least, they were not in evidence. Idly, I counted "the house."

There were three amiable gentlemen in three different sections of the auditorium. These were the judges. Being honorable men, like the Traveler in Walter De la Mare's poem, they had kept their word and come. A well-groomed lady sat in the front row. That would be the mother of a contestant.

Toward the center of the auditorium, huddled together for mutual security, were four members of the faculty of ninety—all from the English department. Since I was one of the four, I know why I was there. My students were competing. The other three had purer motives; our department head was chairman of the program.

In the very last row, on the left aisle, was an elderly gentleman, a bachelor and a resident of the local YMCA. A slender purse and a growing sense of claustrophobia had tossed this bit of flotsam on our lonely beach. On the right aisle, in the same row, were three faintly-frustrated coeds. These would be the girls assigned to usher this horde, now devoid of all hope for gainful employment and waiting for the rain to let up.

Finally, scattered in small clusters, were twelve students of the high school, plus the apple-cheeked girl who would diffidently stroke the piano keyboard while the judges conferred on the decision. This was our inaugural audience.

Seated on stage like tidy Sydney Cartons, the five contestants and the chairman glumly con-

templated the vast, empty reaches, seemingly already hearing a muffled roll of drums calling them to their tragic destinies.

The prizes that night were: \$50.00, \$30.00, and \$20.00.

Unbeaten in the second half of league competition, our basketball team, the following night, played the only other unbeaten team—the one that had won the first half crown. All reserved seats had been sold out five days before and the school directors were in anguish because of the public demand which had to go unsatisfied.

There was a total of only 2,500 seats and only 500 general admission tickets were left. These went on sale at six p.m. By noon of that day, the ticket line began to form. Police came on duty early in the afternoon to keep order. Students, dismissed from school, hied themselves briskly to the waiting lines, sans supper but heedless of such minor inconveniences. There were no unfilled seats.

The prize that night was: another chance to play the same team, if we won.

We come now to the finale of this tale of two activities. From four cities, contestants have come to our local American Legion Post to participate in an elimination oratorical contest that will lead to a state championship. Braving the cloying odor of stale beer, we slog our way through the debris of the previous evening's soiree in the Post auditorium. It is, alas, not yet cleaned.

The custodial staff, unaware of our advent, is resting and gathering its strength for a thorough house-cleaning operation. This effort will be on behalf of a program in the evening hours, when that fascinating emissary of culture, "Lorelei, the Exotic Sepia Dancer," will put the motion before the house.

Accordingly, the oratorical contest is shunted into a subterranean, over-heated lounge with dim indirect lighting. It bears a startling resemblance to that room in a modern funeral home where one is most apt to hear: "Doesn't he look natural?" The urge to speak only in hushed whispers, with sad, brave smiles, is overwhelming.

The assemblage of the bereaved include five Post officials who have been stuck with the details of running the contest, the three judges, the coaches of the contestants, the mother of one, and the father and mother of another, the winner of another district competition come to scout the future opposition, plus the youthful son

of one Post official. It is a nostalgic picture, for one of the judges has just served in the previously-mentioned contest and, now, I also am a judge.

In that singularly appropriate setting, our little drama was enacted, recalling that long-ago, bleak winter day when we stood bare-headed on Hill 510, Umnak, Aleutian Islands, while the bugler played taps over the open grave of Sergeant Shuler. All that was missing was the firing squad, to fire a volley over the remains of the departed.

The prize: a four-year scholarship to the University of Pennsylvania.

Bring on the Sputniks and Explorers! Our basketball zone defense is the best in the league!

AUTHOR'S NOTE: After I had already sealed this envelope, I decided I had better open it again and write this to explain that I like basketball and that I do go to see the team play. However, I agree with that fabled Chicago society matron who is supposed to have responded (when a haughty Boston dowager said, "In Boston, we feel that breeding is EVERYTHING!"), "Well, we in Chicago think that breeding is important, too. But we don't think that it's everything."

## Classical Drama Is Presented

**ROBERT C. GLAZIER**  
*Director of Public Information*  
*Springfield Public Schools*  
*Springfield, Missouri*

George Bernard Shaw's classic drama, "Caesar and Cleopatra," a Herculean and ambitious undertaking for the most professional theatre

group, was successfully produced recently by Troupe 102 of the National Thespian Society, and the Dramatics Department of Central High School in Springfield, Missouri.

Pessimism on the part of adult theatre-goers concerning the success of such a mammoth production in regard to talent, intricate settings, costumes, etc., on the high school level, was turned to praise for meeting the challenge when the final curtain fell.

Theatre critic, Hank Billings of the Springfield Leader and Press, told his readers frankly, in a review, "The CHS thespians tackled a formidable foe, George Bernard Shaw's 'Caesar and Cleopatra'—and won."

He further commented, "The result was a colorful and entertaining two hours of theatre with effective sets and bright costumes."

Mr. Charles L. Jones, director of the play, and a firm believer in giving as many students as possible a chance for creative expression, solicited the cooperation of the Art, Music, Ceramics, Home Economics, and Industrial Arts departments in working on all phases of the production.

Thirty-four students were featured in the cast of the play, and nearly 100 students worked backstage on stage crews, scene shifting, costumes, make-up, properties, and lighting, in addition to the various departmental projects.

The Ceramics class modeled from clay and cast huge statues of pharaohs, sphinxes, Egyptian eagles and cats; and Home Economics Department designed all wiggling and feminine costumes; some fifty hours was spent on selecting mood music from albums of world-famous composers, which was played between scene changes to sustain tempo and mood as well as hide backstage noises.

"Caesar and Cleopatra" will long be remembered as one of the most successful and rewarding productions ever presented at Central High School, which proves that even formidable playwrights like G. B. Shaw can be met on their own ground—even by high school students.



Costuming Is Elaborate

## A Workshop Is Planned

**ELINOR E. STARR**  
*School of Journalism*  
*Ohio University*  
*Athens, Ohio*

Ohio University's High School Publications Workshop becomes a teen-ager this year. From a small two-day round-table conference to the largest workshop for high school journalists in the country is a "heap of growin'." But this is the reputation the O.U. workshop in Athens can claim as it reaches its thirteenth birthday.

June 15 to 21 are this year's dates. Dr. L. J. Hortin, director of both the workshop and the Ohio University School of Journalism, likens the Publications Workshop to a miniature university: "We do everything a university does—but all in a week. We register the workshopppers, assign them to housing, hold classes and convocations for them, and graduate them."

The analogy can be carried one step further. The enrollment, too, is of university size. In 1957, 1,245 workshopppers attended. An equal number is expected this year.

The workshop is an organized program of classes, demonstrations, and practical experience for students and advisers. In addition, special sessions are arranged for the advisers to discuss remedies for the problems peculiar to their positions.

Workshopppers enroll in one of the seven divisions and attend all classes in that area. The concentrated course is equal in number of class hours to the hours attended by a college student when he is taking a two-credit course for a whole semester.

Divisions open to workshopppers this year are: (1) Editing and advising of letterpress newspapers; (2) Editing and advising of yearbooks; (3) Business phases of newspapers and yearbooks; (4) Editing and advising of mimeographed newspapers; (5) Editing and advising of offset newspapers; (6) Photography; (7) Radio-TV journalism.

With the growth in enrollment, faculty size has increased from two in 1946 to the three dozen staff members needed today to give the individual attention which is the keystone of the workshop's success. L. J. Hortin has been director during the time.

Since 1950, when the workshop was expanded to its present length, a general daily pattern has been followed: an all-workshop convocation each morning, featuring a guest speaker; morning and afternoon classes and work sessions; organized athletics in the late afternoon, and a planned social activity in the evening.

One of the morning convocations is always devoted to a "chalk talk" by a nationally-recognized cartoonist. This year, Joe Musial, educational director of King Features Syndicate and present penman of the Katzenjammer Kids, America's oldest comic-strip characters, will give the demonstration-lecture. Another of the 1958 assemblies will be a Specialists' Forum at which representatives of commercial firms will speak. Their talks will be slanted toward helping the workshopppers with problems particularly related to production of school newspapers and yearbooks.

Workshopppers apply classroom theory in the editing and publishing of three newspapers. Oldest of these is "The Streamliner," multipaged mimeographed paper, first printed in 1951. "The Workshopper," a letterpress paper, was started the following year; and "The Offset Gazette" was established in 1954. The '58 editions of these papers will be distributed at the graduate banquet. Further experience is provided through a daily two-page mimeographed newspaper.

The complete recreation program is planned in cooperation with Ohio University's Division of Physical Education. Workshopppers can choose among team sports, swimming, mixers, and movies. They can also pursue that favorite "indoor sport" of making new acquaintances and exchanging ideas over cokes in university lounges. Through the years, students from 16 different states and the District of Columbia have attended the workshop, bringing varied views on what high school publications should be. Last year alone, 294 schools from ten states were represented.

Culmination of the six-day workshop is "commencement" night. Following a banquet, a graduation speaker addresses those attending. The 1957 speaker, Charles Staab, vice-president of the Cincinnati *Enquirer*, spoke appropriately on "Opportunities in Journalism." At the closing of the ceremonies, each workshoppper receives his or her "Certificate of Merit" awarded for "faithful attendance and excellent participation in the Workshop on High School Publications."



## Beneficial Qualities of G.A.A.

**BARBARA BROWN**

*G.A.A. Treasurer*

*Bremen Community High School  
Midlothian, Illinois*

The Girls' Athletic Association (G.A.A.) is one of the most beneficial extracurricular organizations in our public high schools. Few other organizations offer as wide a variety of activities. Through these activities members are bettered physically as well as mentally and socially.

Physical betterment is received through the participation in the various activities offered to the members. Group activities such as softball, basketball, volleyball, deck tennis, and both modern and social dancing are offered. Dual activities such as badminton and tennis, as well as the individual sports of swimming, bowling, archery, and stunts and tumbling are also offered.

A wide range of offerings permits members to learn the rules and nomenclature of many games and sports. Students may become skilled in activities other than those in which they normally participate in community life. The members have a choice of the activities they wish to attend. They are more content because they have opportunity to make their own decisions. As an incentive, awards are given to those who have participated in a large number of activities.

Although physical betterment is necessary for the health and vitality of the members, the mental and social standards of betterment are also of importance. Such qualities as sportsmanship, leadership, responsibility, and, perhaps the most important, the ability to cooperate with others, are some of the essential phases found in mental and social betterment. These qualities are received through diversified participation in various activities of the association.

Good sportsmanship is a quality which is a vital necessity in an organization such as G.A.A., because of the numerous activities offered. It is the adjustment made by the members to accept authority and to know the extent of gratification or depression expressed in the various activities. Those participating must be capable of accepting many decisions made by the assessor or arbitrator of the activity.

Leadership and responsibility work hand-in-hand. Perhaps it is in these two qualities that the organization of G.A.A. excels; for there are

many programs, sponsored by the association, whose principal purpose is to encourage and promote responsible student leadership.

Among these are the G.A.A. workshops, leadership camps, and the G.A.A. board. The latter is one of the most important factors in the promotion of these qualities. The members of the board are given full responsibility for carrying out the duties of their offices.

Leadership, however, applies not only to those who are undertaking the positions such as team or activity captain, but to all members of the club. Every member must observe the qualities of good leaders, so that they will be capable of playing the role when called upon. They must also perceive the responsibilities of a follower. Persons undertaking the positions of followers must respect authority and abide by all of the qualities of sportsmanship.

Cooperation is an ability which all members should achieve. It is perhaps the most important and for this reason has been left last in order to place it in a position of greater emphasis. G.A.A. introduces this quality to the members by associating them with each other. They meet members above and below themselves in rank: all of whom are on a reasonably informal basis. This socializing takes place in various activities such as banquets, dances, workshops, playdays, tournaments, and participation in the various sports.

Although G.A.A. offers these beneficial qualities to the members, it is up to them as to whether they wish to benefit themselves and befriend and cooperate with others or remain an "inactive" G.A.A.'er.

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## Activity Tickets Increase Interest

**WILBUR C. DORSEY**

*Administrative Assistant*

*Wichita High School West*

*Wichita 13, Kansas*

The idea of an activity ticket for West High originated in the Student Council. It was the thinking of the Council that something should be done to help create more school spirit, improve attendance at school events, and help relieve the cost of these activities. In a panel at an all-school assembly, four students were selected to present their viewpoints. A faculty member from



a school where an activity ticket was currently being used was invited to sit in on the panel to give helpful information, both pro and con. After a lively discussion among panel members, the student body was given opportunity to ask questions or state opinions.

Following this assembly, a questionnaire was presented to the students, asking their opinions. The results were tabulated separately for boys and girls in their separate classes—sophomore, junior, and senior. The following questions were asked:

1. Cross out items you do *not* wish included on an activity ticket and add any others you wish included:

|                              |            |
|------------------------------|------------|
| West Word (school newspaper) | Wrestling  |
| Trail (yearbook)             | Swimming   |
| Music Events                 | Football   |
| School Plays                 | Basketball |

Result: All above items should be included; none, added.

2. If an activity ticket were offered at \$6.60, including all items printed in question one, would you be willing to purchase one?

Result: 81 per cent—yes; 19 per cent—no. (Approximately 66 per cent did actually buy.)

In arriving at this \$6.60 cost, the current year's expenditures were studied. About 50 per cent of the total income came from outside the student body. All items to be included on the activity ticket, except the school paper and yearbook, have fixed costs; i.e., it costs the same to stage a play whether one or one thousand attend the production, etc. Each activity operates on a budget. Upon completion of the year's activities, the total collected through the sale of activity tickets will be distributed where needed. Each activity retains its own gate receipts.

In order to prevent more than one person using the ticket for games (pass out, slipping ticket through the fence, etc.) and to help control the loss of tickets, the activity ticket is taken up at the gate at each event and is returned through the home room. A charge of 25 cents for the first replacement of a lost ticket is made and the fee doubled each succeeding time.

Tickets are not transferable. Each student signed his ticket in ink in the presence of his home room teacher. "A refund schedule" for students withdrawing from school and a "cost to entering students" is kept on record in the general office. All regulations pertaining to the use of activity tickets are printed on the back of the ticket.

It was our feeling that if we would present the idea of an activity ticket in the spring of the year and offer tickets for sale, each purchaser would become a salesman for the activity ticket. A program was arranged by a group of students to help promote sales. They wrote a script for a radio interview, with local TV announcers acting as masters of ceremony. The entire program was tape-recorded and played over our public address system during the activity period. We had interviews from the football field, swimming pool, band room, vocal music room, and from the stage during a play practice.

Our spring sales campaign was held the first part of March, during which time we sold 100 out of a possible 1000 tickets. (Our enrollment was 1500, less seniors and drop-outs.) This seemed rather encouraging. Each home room teacher was supplied with a book of receipts. Only purchases paid in full (\$6.60) were handled by this teacher. Our bookkeeping students, working through the Business Department office, sold tickets on a two-dollar-down, balance-by-our-first-game-in-the-fall basis. After school closed in the spring, our office staff accepted payments, either in part or in full, throughout the summer.

In the fall an assembly program to advertise the ticket was planned for the second week of school. All plans and preparations were made in the spring in order to avoid the rush at the beginning of school in September.

The assembly was a great success. Our theme was built around our yearbook staff seeking pictures for the new "Trail." We introduced our band, cheerleaders, football team, basketball and swimming teams, and wrestlers, all in uniform. The coach of each team introduced the boys and gave brief talks about the coming events in their particular sport. Between introduction of teams, the Music Department had small groups present numbers for entertainment.

To add variety to the program, the Drama Department held a try-out for the fall all-school play. Our yearbook staff closed the assembly by announcing a drawing for all purchases of activity tickets on the Friday of our first football game. The lucky winner would receive a pass for *both* parents to all school events of the year.

We feel our initial efforts brought good results: we sold 1184 out of a possible 1805 activity tickets. Not only has student attendance picked up at all events, but the student is bringing mom and dad, brother and sister along. To us the future looks bright. We are saving the

students money and are, at the same time, promoting school spirit and attendance at activities at West High School.

## Sponsor an Activity and Stay Young

**DICK GRAVEL**  
*Portales High School*  
Portales, New Mexico

The reaction to the above title usually brings the response, "How can extra work help you stay young?" I think the answer is in sponsoring an activity in your school. Sure, it's extra work, and probably the most worn-out complaint about extracurricular activities is the extra work involved, but it has its rewards, too. Many rewards, and in most schools the rewards are intangible.

The "hair-graying" factors involved in such work are in the after-school hours, nights, weekends, and numerous phone calls during your "stay-at-home-and-rest" nights, the demands on your talents and the additional burden of worry for the success or failure of your "pet" project.

All of these, however, I feel are outweighed by the satisfaction, fun, and sense of achievement connected with the sponsoring of an extracurricular activity.

Where else can a teacher get a more vigorous youthful outlook than by working closely with, rather than watching, students work? In the banter of a work session or meeting after school the teacher catches glimpses of the student outlook on the problems confronting the educators today. A chance statement on dates, movies, songs, juvenile delinquency, or what have you, can bring about a "man-to-man" type of discussion between student and teacher that can help the sponsor to get the feel of the student's attitude toward the subject.

Try getting a student to express himself in a classroom and then try the same student in a small group when there is no stigma of classmate pressure entering into the picture. See for yourself the different attitude attained. Often the expressed opinion of the so-called majority of students is not a true indication of the real attitude of the students. And what a splendid opportunity for guidance! Here, where the rapport is already established, is the ideal situation.

Through the activity you have an opportunity of being more than just another classroom teacher. You come out of the lecturer capacity and work with, rather than lecture to, the students. You have an opportunity to drop the formality of the classroom and actually have fun. Students are responsive to an occasional "cut-up" by a teacher.

Here in your little group after you have established the proper student-teacher relationship, a little by-play and a hearty laugh can go a long way toward relaxing both pupil and teacher. You can "let your hair down" and share in the activities of your school as well as help provide for student and teacher an interesting sidelight to an otherwise routine academic life. Some students are really surprised and pleased to find out that teachers are human.

Available is the opportunity for you as a teacher to discover and develop the latent talents in a select group of students. With a smaller group to work with, you get a closer relationship with students who have at least an expression of some of the same interests that you have. Recognizing leaders and guiding them and the followers in the activity has a tremendous impact on the students' lives.

I do not believe that any teacher can or should sponsor any or all types of activities just because that teacher needs an extra job or just because some group needs a sponsor. I believe it not fair to either teachers or students for the administration to assign any teacher to the job.

Besides the interest a teacher must have in connection with the activity, certain qualifications should be possessed by the extracurricular activity sponsor. Certainly a sense of humor rates high in the qualifications along with the ability to maintain respect of an informal group.

Talent or interest along the line of the activity is almost a must to a sponsor as well as a youthful attitude. A sponsor must have a willingness to utilize the ideas and talents of students in the activity, for above all the sponsor is to be a director in the field and not the "talented one" with the students as slaves to do his bidding and dirty work.

It's hard work, it's time-consuming, and it is sometimes frustrating to be a sponsor, but it is rewarding.

The sense of satisfaction one feels when a project is well done, when students are lauded for achievements, or at year's end when the good

times are reviewed, are part of the rewards showered on the sponsor.

It sometimes seems like a thankless job, but what greater reward can a teacher seek than to see a former student succeed in a career which had its spark of interest in the activity which he sponsored?

## Students Become "Good Neighbors"

**FILLMORE C. LAUN**  
*Rufus King High School*  
*1801 West Olive Street*  
*Milwaukee 9, Wisconsin*

When 65 teachers and 110 students drive automobiles to school in a residential area, driving and parking inevitably become problems. These numbers might be increased in some communities.

Rufus King High School of Milwaukee had precisely that type of situation and came to grips with it successfully. Neighbors had had all streets contiguous to the school area zoned for two-hour parking during school hours, on school days. Understandably, they did not want cars blocking the walks in front of their homes all day long. Delivery truck drivers were inconvenienced and residents had two choices: they could put their cars in their garages or park at an unreasonable distance from their homes.

This situation led to petitions to ban, still further, parking on some streets, establish more extensive two-hour parking zones and extend the limited parking areas at least three blocks in all directions from the school.

When the matter was brought to the attention of the principal, a committee consisting of a student, the driver education teacher, and the principal was formed. This committee appeared with the circulator of the residents' petition before Milwaukee's common council, asked for and was granted a trial period in which a proposed plan to alleviate, or eliminate, the vexing problem could be put into effect.

Basically, this was the plan: teachers were assigned to areas immediately adjacent to the school campus and students were allotted remaining areas, with specifically designated parking spaces, indicated by X's painted on the curbs

along the residential streets. Householders were contacted and gladly granted permission for placing the inconspicuous marks on the curbs.

Students were instructed to park with the "X" in the center of the right front door and cooperated admirably. This system gave the school's neighbors access to their walks, assured them of parking spaces and also enabled truck drivers to make pickups and deliveries without double-parking.

To see that this plan was carried out, a "Student Safety Council" was formed. It drew up a form on which each person driving a car to school, teachers as well as students, had to register his car. Students had to get written statements from their parents giving valid reasons for bringing cars to school.

After his registration and parents' declaration were filed with the Safety Council, a permit was issued to a student. Any who had to use their cars during the noon hour were granted a special permit; otherwise, cars must remain parked through the school day in the designated spot. The plan had the full support of the police department's youth aid bureau.

Speeders, noisy, and careless drivers are called before the Safety Council. Discipline is meted out and in case of a continuing uncooperative attitude or a repetition of what might be termed "poor sportsmanship," the parents are called in. To date, we have fortunately had few complaints. Neighbors have been canvassed and from their responses to a questionnaire, everything is highly satisfactory. Prior to the canvass, many called to commend students and school authorities on the fine manner in which the innovation was working out.

The major problem presently facing the Safety Council is created by non-student reckless drivers who frequent the vicinity of the school at the noon hour and before and after school hours. License numbers of flagrant violators of traffic regulations are noted by faculty or Safety Council members and reported to the Police Youth Aid Bureau. The careless or irresponsible drivers are then called to account and, if they continue their dangerous practices, they are ordered to attend sessions of the Youth Aid's juvenile traffic school.

This, in brief, is the program that has helped us cope with a serious traffic and safety situation. Do you have a similar one that might be solved just as advantageously to all concerned? We realized that this was a vexatious school-

community problem, becoming increasingly irksome as more and more cars intruded on the scene. But with the aid of our Parent-Teacher-Student Association, the police, and primarily, the students themselves, we know we have made real progress.

## To See-To Understand

**LEONARD HIMMELMANN**

*Central High School  
3520 Central Parkway  
Cincinnati 23, Ohio*

Research studies show that sight is a potent stimulus in the learning process. According to scientists, about 87 per cent of our knowledge of the outer world is received through the sense of sight. To see, then, is to understand.

Many tools and aids may be used advantageously in this business of teaching, and we should employ these tools and aids as wisely and as efficiently as possible.

Every teacher has his own pet devices in the way of visual aids which he uses, yet the fact remains that we have many more aids at our disposal which we should use when they, rather than any other learning experience, contribute more to the education of our students.

Any picture, model, object, or device which provides a visual experience may be considered a visual aid. With this definition in mind, visual aids then would include glass slides, motion pictures, charts, graphs, globes, posters, even field trips. We sometimes forget that we have visual aids at our disposal whenever we are in our classrooms in the form of books, chalkboards, dictionaries, encyclopedias, the display of students' work.

The following are end-points of effectiveness which are possible of attainment through proper use of a visual aid: (a) To enrich the background of a lesson. (b) To introduce a new subject by creating interest in a new field. (c) To renew interest in an undertaking. (d) To present information essential to the understanding of new projects. (e) To endeavor to develop desirable habits and attitudes. (f) To provide tests and/or reviews to check on the effectiveness of one's teaching. (g) To give enjoyment of a desirable type, such as the presentation of sound motion pictures. (This should be minimized for manifest reasons, lest visual aids defeat their very purpose—learning.)

Obviously, visual aids should be supplemented by individual instruction, class discussion, demonstration, or a combination of all three. In the case of movies or a field trip, a follow-up either by class discussion or a written theme is desirable.

We should give careful consideration to the right type of aid so that it is valuable for the work for which we are selecting it. It might be easier to have a class refer to an illustration in a text book, for example, but if a working model or a cutaway device could be brought before the class (perhaps with a little more difficulty) it would be a more desirable type from the standpoint of clarity. This is especially true in a biology or general science lab, as well as an industrial arts shop.

The chalkboard is a particularly valuable device as a visual aid, for it seems to be our handiest tool. If a statement or thought is to have lasting value, its place on the board causes a series of repetitions on the minds of students each time their eyes take in its meaning. Another handy tool is the bulletin board. If there is none available, the following device is helpful: A length of wire may be fastened to two eyes or screws along one of the walls of the room or below the eraser and chalk receptacle of the chalkboard. Articles of interest may be hung from the wire and secured by paper clips.

Every opportunity should be considered that will allow students to see what they are to learn. The apparent cliché, "We learn to do by doing" may be paraphrased thus, "We also learn to do by seeing."

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# ASSEMBLY PROGRAMS

for September

## KNOW YOUR COMMUNITY

### Assembly One—Introduction

#### Speech Department

5 minute—Speech by either student or teacher explaining the series and outlining the future assembly programs.

10 minute—Playlet depicting student ignorance of the community and some things we need to know. This may be made humorous and yet carry the message.

10 minute—Panel discussion by a group of speech students on what we would like to know about the community.

5 minute—Pass out a student questionnaire to find out what the students would like to know about the community.

### Assembly Two—Answering Your Questions

#### Future Business Leaders Club

10 minute—Panel of business men from the community will give an opening speech answering some of the questions given by the student panel.

10 minute—Panel will discuss various questions and problems that they believe will be met by the student upon or before graduation.

10 minute—Open questions from the audience.

### Assembly Three—History of the Community

#### History Class

10 minute—Speech describing some of the early conditions of the community.

20 minute—Dramatization of incidents that happened in the community. These facts may be obtained by talking to some of the early settlers, reading old newspapers, and, perhaps, finding some early history books of the community.

Extra—A display may be set up using some of the historical pieces used in the community. It might be placed in the halls or even in the history room.

### Assembly Four—What Our Community

#### Looks Like

#### Camera Club

30 minute—Slides, slide film, or movies showing various activities in and around the community, i.e., business in operation, recreation in the community, farming, and other common and uncommon activities within the community. A tape recording of the picture descriptions may be

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made and the whole thing saved for a future assembly and as a reference.

### Assembly Five—Manners in the Community

#### Health Class

10 minute—Playlet showing manners on the street and in the stores.

10 minute—Demonstration of bicycle safety, using some bicycles and play cars on the stage.

10 minute—Playlet describing manners in the home and why they are so important.

### Assembly Six—Style Show

#### Home Economics Class

30 minute—A playlet depicting what the various fashions down in the community would look like if they were not worn correctly. A business man in a bathing suit, an office girl in a formal, etc.

### Assembly Seven—How Our Community

#### Government Works

#### Civics Class

30 minute—Talks by various government officials describing their services such as, a judge, a probation officer, a social worker, a post office clerk, a city official, a police officer, etc.

### Assembly—What Can We Do

#### Physical Education Department

30 minute—Various demonstrations by students, and perhaps a teacher, on some of the things offered in the community recreation program in both the summer and winter seasons. If there is a recreation director in the community he will probably be glad to stage a show.

### Assembly Nine—Our Community Wild Life

#### Biology Department

10 minute—The use of the new micro-projector could be used in the first part of the program.

20 minute—Some slide films showing various

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wild life in the community and how they live in their natural habitat. Again these could be saved for future programs and study.

### Assembly Ten—Honor Day Assembly Student Council

10 minute—Have a contest for the best 500 word paper describing the community and give a prize. This paper may be read at this time.

10 minute—Give an award to the representative or representatives of different community groups.

10 minute—Pass around an evaluation sheet and have students evaluate both the individual and the series of programs so that the next series may be planned.

### GET ACQUAINTED ASSEMBLY

It is well to start off the first program of the new school year with one of welcome. This may also serve as the installation of freshmen as members of the school. If there is a student council or some other type of student government organization, a good plan is for its president to serve as chairman of the assembly which will be given under its auspices.

The president should give greetings to the school as a whole, then to the faculty, and especially to the entering students. If there are new members of the faculty, he might make mention of the fact. He should take special care to make the freshmen feel at home in their new surroundings. The following outline might prove suggestive to schools in planning the first assembly program:

Chairman—President of Student Council.

Salutation to the Flag led by a student.

Selections by the school orchestra.

Singing led by the director of music.

Greetings to all by the president of the student council.

Welcoming of freshmen as new members of the school by a representative of the student body.

Response by a member of the entering class.

Songs led by students. If entering students are from different schools, have each group sing their former school songs.

Introduction of the principal, who extends greetings from the faculty and comments briefly on matters of interest to students at the beginning of the year.

A short talk of "School Spirit" by an outstanding senior girl.

Solo by a student who is talented in music.

A short talk on "The Characteristic of Our School" by an outstanding senior boy.

Open discussion led by chairman on the ques-

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tion, "What can we as students do to help our country?"

If the time permits, the chairman might call for volunteers to tell of their experiences during the summer vacation.

Singing of one verse of "America" or "God Bless America" led by the director of music.

## WELCOME NEW STUDENTS

It is customary in almost all secondary schools to present a program the first week of school built around the idea of welcoming new students or getting acquainted, or a program for the orientation of new students. Some schools present what is called a "Welcome Assembly" and follow it up with an "Orientation Assembly."

During the first week at one school, the Boys' League and Girls' League gave a joint assembly program to welcome new students. It was their intent to give the "newcomers" a feeling of welcome and belonging and to show the "oldsters" just which of our careless habits are most bewildering to students who are entering the school for the first time. League officers planned, organized, and presented the program with little faculty assistance.

The two themes of the program, welcome to

new students, and to show the old students where there is room for improvement, were developed by a skit. The skit was done in pantomime to the accompaniment of an original ballad (tune "Frankie and Johnny").

The ideas brought out were that discourtesies extended to newcomers make a poor and sometimes lasting impression which is very undesirable, and that consideration for new students will soon make those people "one of us," and that "SBA's" (Student Body Association tickets) are not only the vogue but an economy, and that each person is responsible for actions and attitudes taken toward new students and new ideas.

In addition to the skit, the program consisted of introductions, brief remarks by principal and a few student leaders, and group singing. The assembly was short, to the point, and entertaining. One humorous touch was made by the "teacher" who employed some of the pet expressions of faculty members.

It might be well to add a word here about our assembly setup. As training in organization and planning, each member of one Speech II group is assigned to work with the club or other group which is responsible for the current program.

The speech group helped the assembly committee make up the assembly calendar at the beginning of the year. About ten days before the date of a particular program, on the calendar, the member of the speech group contacts the faculty sponsor and sets the ball rolling.

During the week before the program, he contacts the band, if it is to play, checks with the principal's office, gets a program outline to the advisers to print, gets a news article into the local paper, and keeps in constant touch with participating groups seeing that the Flag is available for presentation and that the microphone and everything are in readiness.

#### ASSEMBLY FACILITIES

Facilities may be considered in two ways: (a) those that are absolutely necessary for an adequate program of assemblies; (b) those which are desirable if finances or conditions permit. They are listed below.

##### A. Minimum Facilities:

1. An auditorium or gymnasium capable of seating all students
2. A stage (either permanent or portable) with curtain cyclorama and front curtain, overhead lighting
3. A public-address system, with provision for playing records
4. A speaker's stand
5. A table (approximately 3 ft. by 5 ft.)
6. Seven good chairs
7. A piano
8. A projector and screen
9. An American Flag with standard
10. A spotlight
11. Two dressing rooms
12. Storage space

##### B. Desirable Additional Facilities:

1. Rheostats for light-control

2. Footlights
3. Automatic or mechanically-operated curtains
4. Additional spotlights
5. Tape recorder
6. A radio
7. Large television set
8. "Boom" type microphone
9. Risers for choral groups

(Cooperation with the physics and industrial education departments might be obtained in constructing many of the above facilities.)

## Among The Books

**MODERN BOWLING TECHNIQUES.** By McMahon and Goodman. Copyright 1958. The Ronald Press Company, 15 East 26th Street, New York 10, New York. \$2.95.

"Here is a book for all bowling enthusiasts, regardless of the degree of skill they possess. It not only offers detailed instruction in playing techniques but also gives the reader a close-up look at the current bowling scene including descriptions of the inventions and innovations that have contributed so much to the phenomenal growth of the sport. It is the first book to describe bowling as it is played on the fully-automatic, modern alley where the wonders of electronics provide the bowler with every convenience. In short, it covers all of the important physical and technical aspects of modern bowling.

"The instructional material is not intended to be a series of 'do's and don't's'; rather, it should be used more as a guide in the development of a well-coordinated, relaxed, and consistent bowling style. After the bowler has acquired a smooth delivery he is shown how to angle-shoot for spares, the essentials of spot and line bowling, and such new techniques as finger-tip control. Frequent text reminders and a detailed check list help him to analyze his game and correct his mistakes.

"An extensive and splendidly illustrated chapter on strikes and spares is one of the highlights of this book, which also includes discussions of changes in dress and equipment, artificial aids for the bowler, the effects of television, the successful invasion of the game by women and children, scoring procedures, playing rules, and alley specifications."

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# News Notes and Comments

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## Plan National Convention

"Recreation Enters the Space Age" will be the theme of the 40th National Recreation Congress. This theme was selected because the dawning of the space age has presented to recreation leaders many new problems which need nationwide discussion and solution. More than two thousand persons are expected to attend this 40th National Recreation Congress, which will be held September 22 - 26 in Atlantic City, New Jersey. Delegates will include both professionals and volunteers in recreation—leaders, executives, board and committee members.

## Besteading the Camera Club

A new booklet, "Managing the High School Camera Club," is now available without charge to school principals and guidance counselors from Eastman Kodak Company. Among subjects discussed in the eight-page brochure are how clubs get started, the club and the school, membership, plan of operation, how to set up a constitution, who should be the club's officers, the physical setup, the school camera, and outside resources necessary. "Managing the High School Camera Club" may be obtained by writing Sales Service Division, Eastman Kodak Company, Rochester 4, New York, and asking for Publication No. T-50.

## Science Fair

The sixth annual Delaware State Science Fair, organized and operated by the science teachers of the state, and sponsored by major industries, was held this year April 9 - 12, Tower Hill School, Wilmington.—D.S.E.A. Jots

## Hobbies Prevent Boredom

"Time Out for a Hobby" is a 15-minute 16mm sound film in color. The typical family pictured is concerned about boredom with their leisure time.

Its purpose is primarily to educate community members to the problems which often develop out of environmental surroundings having little or no mutual participation through hobbies, and to encourage family-unit sharing of hobby interests. It is suitable for senior or junior groups. Requests for the film should be sent to the Hobby Industry Association of America, Inc., 1528 Walnut Street, Philadelphia 2, Pa.—Illinois Education

## National Majorette Contest

The March issue of "Drum Major Magazine" contains a double-page spread in multicolor. It is a picture of the junior and senior contestants in the N.B.T.A. National Championship Majorette Contest. It was a feature of the St. Paul Winter Carnival which was held in January. Many twirling clinics are scheduled to meet in various places some time during the summer.

## Handicapped Learn Through Scouting

"Scouting With Handicapped Boys," an illustrated booklet published by the Boy Scouts of America, gives numerous examples of how handicapped boys benefit from the scout program. The first section traces the background of scouting and describes how it meets the needs of the handicapped. In the second section, descriptions of troops are given, telling how the blind, crippled, cerebral palsied, deaf, and mentally retarded can learn through scouting. A bibliography is also included.

According to Arthur A. Schuck, chief scout executive, "The thrilling story of scouting with the handicapped is a great tribute to the founders of the movement, the organizations and institutions working with the handicapped, as well as those hundreds of men and women who freely give of themselves that handicapped boys may develop to the limit of their capabilities." The booklet costs 75 cents from Boy Scouts of America, New Brunswick, New Jersey.—School and Community

## It's Fun to Travel

Planning a trip soon? If so, remember to practice good outdoor manners wherever you are. Take pride in your country . . . and don't leave a trail of litter behind you for others to clean up. Don't Be a Litterbug—Keep America Beautiful.

## The School Press Is Valuable

News and information, relayed to the school at regular intervals, unites a student body into a well-organized, well-informed machine. It is the task of the school press to accomplish this unity. The press must strive to publish news quickly and efficiently. If pupils discover that publications are printing stale news, then interest will lag; but if news is "alive" and forceful, more people will be observant and interest will be stimulated.

Students who never before were interested in journalism might apply for staff positions. Such may uncover latent talents which would have otherwise been neglected. Participation of the student body as a whole will result in better coverage of events and may help solve many publication problems.—The Maryland Scroll

#### Neighbors Abroad

How letters between children of different nations can become a valuable teaching aid is outlined in a booklet, "International Scholastic Correspondence."

It describes what teacher-directed correspondence can achieve in three areas: education for international understanding, teaching the culture of other countries and teaching languages. The booklet is available free from the Student Letter Exchange, Waseca, Minn.—School and Community

#### Dance Instructions for Students

The Dance Club is now offering an opportunity to every student on the campus of Nason College, Springvale, Maine, to learn how to dance. The meetings are held every Thursday evening from seven to nine o'clock in the recreation hall. This two-hour session includes instructions in the Fox-trot, Tango, Swing, Cha-Cha-Cha, Mambo, and Square Dancing. The instructors are from the Van-Carol Dance Studio in Sanford.—The Nason Review

#### A Safety "First"

Under a new Michigan law, no young person under eighteen will be issued a driver's license unless he has passed an approved course in driver education. Michigan is the first state to take such a step. Educators and traffic safety experts will be watching to see what effect this innovation has on the highway accident problem.—National Parent-Teacher

#### Photographs and Artwork

Newspaper art serves to give relief to columns of grey type as nothing else can, but it must be used intelligently to contribute its full share to the general makeup pattern.

On the front page, a two-column picture placed even with the lead story serves to break up the page and prevent "jamming" of the headlines. Another photograph below the fold is a good attention-getter.

A cartoon will enliven the feature (editorial) page. It can be placed in one of the outside columns. Several leading school papers run comic

strips, drawn by student-artists, which increase reader interest tremendously.—The School Press Review

#### Don'ts for Beginners

1. Scramble your art, type, and photography.
2. Use baby pictures in yearbooks.
3. Use old-fashioned snapshots pages.
4. Use wills, testaments, tediously detailed class histories.
5. Run pictures on their sides.
6. Run type vertically.
7. Place captions at awkward slants.
8. Use slants or shapes without purpose.
9. Jam pages.
10. Leave hollow, gaping spaces on pages.
11. Fill the first half of your book with portrait pages.
12. Forget to identify pages.
13. Run excessive numbers of posed group shots, unrelieved by action photography.
14. Divide pages 50-50 vertically.
15. Use a trite theme.
16. Omit editorial content.
17. Omit story of departments, special happenings of year.

—Photolith

#### First Aid Booklet Available

Norwich Pharmacal Company has recently published the 15th edition of "The ABC of First Aid," a fine little booklet which gives terse, succinct directions for acting quickly and efficiently in emergencies. The 15th edition is completely revised in accordance with modern practice in first-aid treatment. Norwich gives the booklet away for the asking and it's well worth the time it takes to ask. Write to Ray Tuttle, The Norwich Pharmacal Co., Norwich, New York.

#### A Family Affair

An Ohio church sponsors a two-hour family-bowling event once a week to encourage family and church members to seek recreation together. Bowlers include children, teen-agers, parents, and grandparents. There are no teams, no organized competition, no prizes. The object is family fun.—National Parent-Teacher

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# *How We Do It*

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## **FILM LOOPS ANALYZE BOWLING RESULTS**

Bowling for teen-agers is becoming increasingly popular. More and more high school and college intramural and recreation departments are sponsoring the activity. In some sections of the country competitive bowling is being organized between schools. Regular leagues for girls and boys are being set up for their leisure after school hours. Bowling, when taught at the high school level, has an important carry-over value into later life. The students can participate in the sport for many years after graduation.

The teacher sponsor or bowling coach can stimulate added interest in the sport and help correct mistakes made by these youngsters. This can be done by school-made film loops.

A film loop is a short piece of moving picture film, with the ends spliced together to form a continuous loop of film. It is an excellent visual device to show a skill over and over again.

Most of you are familiar with the regular projection of movies, where the film starts on one reel, goes through the driving sprockets and the film gate of the projector and on to a retake reel. The short film loop goes through the sprockets and film gate, but being spliced together, repeats showing the same action over and over again.

One picture, it has often been said, is worth a thousand words. There are about 200 frames or pictures in a short, five-foot loop of film. When a bowler wonders what he is doing wrong or how he can improve his delivery, a film loop showing his action over and over again can be very helpful to analyze form and technique.

Early during the past bowling season, we experimented in making film loops of our own bowling. As the season progressed, loops were made of high school bowlers so they could study their form and skill. Our loops were made on 16 mm. film, as this was the type of projection equipment used in the school. It is possible to make loops on 8mm. film for much less if this type of projector and camera are available.

All that is needed is the familiar home movie camera equipment. Most of the cameras on the market can be used to take film loops. We used a Bolex, as this camera permits direct viewing through the lens. This eliminates problems of focusing and parallax when taking movies up close.

A tripod for steadiness and a light bar using

at least two 250-watt bulbs for illumination are used. An extension cord is useful to bring the electrical current from the outlet to the lights.

Most 16mm. cameras can photograph action at 16, 24, 32, 48, and 64 frames a second. Projection of film is at 16 frames (silent speed) or 24 frames (sound speed) a second. Slow motion movies are filmed at 32, 48, or 64 frames a second and projected at 16 frames a second. There is a magnification of time. Action filmed at 32 frames a second remains on the screen twice as long as it actually took to perform. At 64 frames a second, the action takes four times as long to show with the projector operating at 16 frames a second.

We shot our film loops at 64 frames a second. This very slow speed permits careful study of bowling skills. Usually three analytical loops were made of each bowler. The first is taken from the front, about 20 feet up the alley with the camera set up between the lanes. The approach, delivery, and follow-through can be studied from films taken from this angle.

The second shot is taken from the side view. This is a good location to study footwork and the approach. A third, from the rear, is a fine location to analyze the arm motion and follow through.

It is possible to make a fourth loop, showing the ball going down the alley and hitting the pins. Some bowling establishments have good illumination and it is possible to take these movies. The lighting bar is of some help, but if the lighting is poor, it is difficult to get good quality movies of the ball on the alley.

One solution has been to film the action at 32 frames a second rather than the 64. Using fast film like DuPont's 931A also helps. This fast film can take fine movies under less than average lighting.

When the film has been exposed, it is sent to the lab for processing. When it is returned, the film is cut into individual strips and spliced together as loops of film. From experience, we have found it possible to make about 16 + 20 loops from a hundred feet of 16mm. film.

Investigate the possibilities of making film loops to analyze your bowling team in action. Cost is very small. About thirty-five cents a loop. Yet these short loops of film, when projected on the screen, enable your students to study their mistakes as they occurred. It has helped our bowling and that of high school students in our area. They can help your team or

group.—Harold Hainfeld, Roosevelt School, and Dick Flanagan, Union Hill High School, Union City, New Jersey

### AN AFTER-SCHOOL CULTURAL ENRICHMENT PROGRAM

On a local level, Walton's response to Russia's Sputnik has, in part, taken the form of an After-School Cultural Enrichment Rocket. This rocket goes by the "code" name, Junior Chess Club, and is made up of 84 small-fry, eight to eleven years of age, in the upper elementary grades. The goal of this Junior Chess Club is to meet "the need to know" of all club members, and moreover, to develop in them the capacity for "wanting to learn," and for enjoying the learning process. Mental attitudes of this nature must be developed, especially in the superior child, before the student reaches the junior high school level.

It is hoped that the club's membership will be motivated by the stimulation which the club offers. Such stimulation should direct the student's effort along either one or both of the following motivational lines:

1. Intrinsic motivation: For example, the child who has been interested by our science program could go to the library to do additional reading in the field of rockets, satellites, etc. In return for this effort, he expects no more than the joy that this activity brings to him.

2. Achievement motivation: Any boy who goes all-out to know as much as he can learn about any one subject is being motivated by this achievement drive. We hope that our programs will so motivate him.

It should be made clear from the outset that, while this club offers chess as one form of mental exercise, the club also offers cultured enrichment in the form of guest speakers who are drawn from Walton's own professional resources. The speakers, who are scheduled on a bi-monthly basis, offer stimulation in the fields of science, law, drama, music, mechanics, agriculture, history, and hobbies.

The writer feels, too, that chess instruction, at this early age, is enrichment as far as it provides the child with challenges not unlike those offered in real life. Chess, as a game, provides him with the motivation so necessary for sustained mental exercise. It teaches him the persistency which is essential if he is to develop good study habits.

Character development, self-confidence, and the will-to-win (as opposed to the "I give up" attitude) may also be developed in the pursuit of this art. The child is taught both "attack" and "defense" as means of meeting varying and novel situations.

But, since chess by itself, could not possibly develop the cultured personality which is the

goal of good education, the bi-monthly "Guest Speaker" offers programs which round out the enrichment process. An attempt is made to whet the student's curiosity in an effort to break through the mental inertia which even the superior child may become addicted to.

Programs in science, law, etc., act as educational booster rockets, whose aim it is to propel the student into a higher and less static mental orbit. If this club succeeds in sowing the seeds of cultural ambition in youngsters, then their potential will not have been wasted.

The club membership voted into office ten of its members to alternate as club president on a two week basis. Each president has his own club secretary, whose duty it is to read the minutes of the previous meeting. The club publishes a newspaper, "The Junior Chess Club Reporter," on a monthly basis, a new editor being voted into the position with each new issue of the paper.

Some thirty club members will have been involved in an official capacity with the club during the spring semester. Choice of club officials is made on the basis of popularity with the club membership, plus high intellectual potential and academic achievement. Enrichment here is offered the club officials along the lines of developing ability in the language arts and social leadership.

Approximately one-third of this chess club membership have paper-and-pencil IQ's above 120, reaching a ceiling at 173. It should be stated at this point that each member of this superior group has been given a battery of tests made up of the following: Henmon-Nelson group IQ, Wide Range Vocabulary Test, Iowa Tests of Basic Skills, Brown's personality test for children, Seashore Measures of Musical Talents, along with informal tests in writing, art, and penmanship abilities.

The individual and group characteristics gleaned from this testing could be used to place these superior children in enrichment programs. Each member, no matter what his IQ, is given the opportunity to get as much as he can from the enrichment experience which the club offers.

Following each program the club members are invited to enter a composition contest, the subject of which is based on the program just seen. Prizes are given to contest winners.

The club's cultural enrichment rocket was literally set off by the club's first speaker. He is a member of the Physical Science Committee which assisted in putting out the N.Y.S. Department of Education syllabus, Exploring Space. He was the logical person to present a program on "Exploring Science."

The speaker was successful in getting the children to take part in the actual concocting of fuel



which was used to shoot off a miniature five-inch rocket. The membership gasped as he demonstrated the magic of chemistry and physics. This session was conducted very much in the same manner as would be a regular, but over-crowded, science class or club. Audience participation was very much in evidence, and, on a number of occasions, the youngsters anticipated the chemical and physical "surprise" reactions.

In another program a courtroom scene was staged, with the club members taking the various roles of attorney, witnesses, etc. The "crime" of truancy was featured at this mock trial, and every legal point of procedure called for in the script was authenticated by the script writer through the Delaware County Court clerk.

This enrichment experience in political science and the language arts was not all "make believe." As busy as he was, the Honorable Walter L. Terry, Judge of the Delaware County Children's Court, took time out from his many duties to sit in judgment at this "trial." Judge Terry initiated the proceedings by picking a jury from the audience. As the trial progressed, witnesses were called by the Clerk and interrogated. One juror was dismissed on the basis that he was related to the defendant. Sixty students and some forty parents applauded good-naturedly as the jury brought in their verdict of "Not Guilty."

It should be noted that, just as in real life, newspaper photographers present at the trial went about their business of taking shots from all angles. Vicarious experiencing can never replace the real thing, and this mock trial came that close to courtroom reality.

Dressed up in the garb of a pioneer woman, a member of the New York State Historical Society, and special class instructor at the Walton Central School, presented a program, "Pioneer Life in the Walton of 1810." She was assisted by the children in her special class who acted as members of a pioneer family. The writer feels that too often these children are left out of enrichment activities. Involving them in this activity helped to build up morale not only for the children but for their families.

A complete kitchen was set up on the stage such as would have been found in Walton in the days of the pioneer. Such antiques as an old spinning wheel, a churn, three-legged cooking pots, and a pine hutch table, which easily converted into a settle, were put on display. She described Walton's founders as a spirited and adventuresome people, not to be thought of as a list of names on the boulder in front of the library. The ingenuity of the pioneer women in maintaining a home was stressed throughout the lecture and demonstration.

The school physician presented a lecture on

the subject of instruments as used in medical practice. Microscopes, stethoscopes, thermometers, scalpels, and blood pressure instruments were demonstrated by the doctor. He used color slides to project specimens of blood, cultures, etc. A skeleton was also on display to add to the medical atmosphere.

Our Speech and Drama instructor acted as a guide in explaining to the club members the various techniques utilized on television and sound stages. Again, as in our past programs, the children "learn by doing." They were involved as TV cameramen, announcers, artists, etc. The school art instructor acted as director of background atmosphere and the industrial arts instructor constructed three wooden replicas of TV cameras and all other studio properties. This presentation, as in all of the others, was completely authentic: booms, microphones, cables, lights—the works.

Reception by parents has been overwhelmingly gratifying. Many parents and teachers have attended each of the sessions. Oral and written requests have been received by the club adviser from teachers and parents who are interested in contributing to the programming. Several teachers are beginning to look into the possibility of having an after-school foreign language club.

As the club adviser is also the school psychologist, this positive reaction has done much to establish rapport between himself and the people with whom he makes contact in his work. Resistances and barriers to the field of psychology are being broken down and the school psychologist is coming to be looked upon as a fellow-teacher.

As in all enrichment programs of this kind, success is only possible when understanding administrators permit freedom of movement and give their wholehearted cooperation. Such understanding has been shown by our principal and vice principal. Without their cooperation this enrichment rocket would never have gotten off the ground. And it got off the ground without any cost to the club members or to the school. The only cost was in terms of time, interest, and energy, which everyone involved gave eagerly, willingly, and unstintingly. Reception by parents has been overwhelmingly gratifying. With such response, this program promises to be self-sustaining.—James S. Casucci, Delaware County Schools, Walton, New York

#### **ELABORATE PROGRAM FOR SAFETY WEEK**

Palo Verde High School sponsored one of the biggest events of the school year during February. The student body sponsored a Safety Week for the entire Palo Verde Valley. A proclamation from the Mayor, City of Blythe, announced the

week as Traffic Safety Week for Palo Verde Valley with the emphasis on traffic safety. Many of the local and community leaders cooperated with the school in this program. The program included many features.

The week's program follows:

**Monday:** Safety Assembly. Featured was a member of the California Highway Patrol who spoke to the student body, followed by a film from the National Safety Council, "Noon Time Nonsense." Psychophysical apparatus was on display sponsored by an Insurance Group Safety Foundation.

**Tuesday:** Car check of all cars on the high school campus, by the City of Blythe Police Department. All student cars had to pass a safety check to be eligible to enter the various events.

**Wednesday:** Car show for students' cars and local car dealers who displayed new 1958 models in assembly square. Radar car demonstration sponsored by the Insurance Group Safety Foundation.

**Thursday:** Tire changing contest for both boys and girls, under the direction of Superintendent of Transportation, Palo Verde Unified School District.

**Friday:** Road-e-o. Superintendent of Transportation, Palo Verde Unified School District, in charge.

**Saturday:** Reliability Safety Run over a 120-mile course through parts of Arizona and California. Sponsored by the Gofoms Car Club and the Union Oil Dealers of Blythe.

All students were competing for points in the various events, with the student who had accumulated the most points winning the grand prize, a beautiful trophy. Trophies were also awarded for the various events.

A Safety Queen was elected earlier to reign over the entire week. All Queen candidates had to be accident free, and violation free for the past year.

An on-campus car wreck was on display to further remind the students of the seriousness of traffic accidents, and the mounting toll of deaths. It was a local car in which a citizen had lost his life.

The entire faculty cooperated during the week by using various materials, provided by insurance companies for their classroom use.—DeWeese W. Stevens, Vice Principal, Palo Verde High School, Blythe, California

#### **WELFARE ACTIVITIES OF J. H. S. OF BRONX**

"SAVE THE CHILDREN FEDERATION"  
CLOTHING DRIVE—Junior High School 60  
Bronx cooperated in the "Save the Children Fed-

eration" Clothing Drive. School notices were sent to all the classes two weeks before the Clothing Drive began. During the week of the drive, the coordinator accepted all clothing donations during the morning official period. All contributing classes received special commendations in addition to a letter of thanks from the principal, Mrs. Sophie C. Conroy.

**CHRISTMAS FOOD BASKETS**—School notices were sent to all the classes designating the room, time, and dates for collection of food. The notice also indicated the type of food to be brought in during each day of the drive, beginning with canned goods and ending with perishables, such as fruit and vegetables, etc.

The Coordinator interviewed needy children recommended by official teachers. If approved, they had to bring in permission from parents to accept the Christmas basket. Parents, available members of the family, or the students are asked to call for the baskets at a specified hour two days prior to the Christmas vacation.

**CONTINUOUS WELFARE DRIVE WITHIN THE SCHOOL**—Teachers recommended to the coordinator the girls who were in need of clothing or eyeglasses. Through contributions of clothing by the faculty, many students were clothed throughout the school year.

Students received free eyeglasses through the Red Cross and cooperating optometrists, as well as gifts from the latter alone. Needy children were also given free lunch. Dental appointments were arranged in clinics for those who could not afford private dentists.—Gertrude K. Delgado, Coordinator, The John Dwyer Junior High School 60, Bronx, New York

#### **PROSCENIUM, A LIVE THEATRE CLUB**

One purpose of extracurricular activities is to give students a chance to live what they learn. Going to school or being educated should be a series of happy experiences and these experi-

#### **GUIDANCE BOOKS**

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Lerch

The Continental Press, Inc.

Elizabethtown, Pennsylvania

ences are more significant if they are initiated by the students themselves.

Proscenium at the Birmingham High School affords these experiences. Six years ago a group of students began discussing the idea of forming a club which would provide them with experiences related to the theater. They talked to parents who were familiar with and members of the local community theater. The parents had a discussion with the principal concerning this club. It was decided that it should be tried on the basis of parent sponsorship while using school facilities.

A charter was formed at the first meetings. Officers were elected; including a president, vice president, recording secretary, corresponding secretary, and a treasurer. Regular meetings were scheduled at 7:30 p.m. on every other Thursday in the little theater.

Members were to be accepted every semester. Dues would be one dollar and twenty-five cents a semester. Members would be ousted if they missed two consecutive meetings or any three meetings; two tardinesses would be considered as one absence.

Membership was sought by application which revealed what could be contributed by a member and what a member expected to gain from the organization. There was so much enthusiasm that membership had to be limited to juniors and seniors, and the membership was limited to one hundred.

The purpose of Proscenium is to have fun while working together, develop poise, and to learn about the theater. The first production sponsored by Proscenium members was **You Can't Take it With You** for a high school assembly.

Later they sponsored **Daniel Boone** for the children's theater in the elementary schools. This was requested by the Association of University Women that frequently sponsors entertainment for the elementary grades.

The second year in operation, Proscenium made a movie called "American Heritage," a Jam Handy Short Subject Production. Soon the values of this organization became apparent to the administration. Many students belong to Proscenium who had no other special school interest.

This was influential in developing this organization into a school sponsored activity. The administration realizes that students become more interested in school if they are happily engaged in a worth-while activity. This gives them a feeling of belonging which is helpful in developing acceptable personalities.

After Proscenium was made a school sponsored club, a board of directors was formed and a faculty adviser was selected from the speech

department. With the exception of directing, all of the school plays are completely supervised by Proscenium members.

This includes props, scenery, lighting, make-up, publicity, programs, acting, and other duties connected with a production. One play yearly is produced and acted exclusively by Proscenium members. Activities during meetings include nose bag dramatics, one-act plays (some are simply read), visiting plays in Metropolitan Detroit, guest speakers, and demonstrations.

At the annual picnic, "Oswald" awards are presented after winners are selected by the board of directors. These awards are patterned after the "Oscar" awards in Hollywood. Proscenium also contributes money to worth-while causes and charity drives sponsored by the school.

Proscenium provides the members with experiences that are almost impossible to attain in the classroom. The activities, group associations, friendships, and responsibilities not only help to realize the objectives, but they contribute to the interest and improvement of our over-all school program.—Joseph Duris, High School, Royal Oak, Michigan

#### A DRAMATICS CLUB THAT CLICKED

After a number of very successful auditorium programs in which there was a high degree of pupil planning and participation, six to eight students, representing grades above the fourth in an elementary school which goes to the eighth grade, approached the auditorium teacher with what they considered to be a wonderful idea.

The students felt a dramatics club would be an asset to their school and a lot of fun if it could be initiated. They felt that superior student performance in auditorium programs staged for student and parent groups should be a primary criterion for selection and participation in the dramatics club.

They did not feel that students would be discriminated against, since all students had been and would be given opportunity for creative and dramatic expression in the process of program participation. The dramatics club was to be extra special: composed of those students who would give more detailed study and time to the art of acting and areas of activity closely related to the theater.

Having very strong positive feelings toward the auditorium teacher, who had awakened and encouraged creative abilities within students, much to their surprise and the surprise of their parents, seemed to be the logical one to help them in finding more and better ways in finding

satisfaction through the expression of dramatic creation. No other teacher would do.

When the English teacher was suggested as a possible source of help because of the heavy program of the auditorium teacher, the appeal lost part of its vigor. This illustrates the point that the sponsor is a very important figure to students in their activities and the sponsor does much toward the success of these activities.

When it was clear that the students would not take "no" for an answer, the auditorium teacher consented to do what she could and suggested to the students that they explain their plans to the principal. Realizing the possibility of a rich and rewarding experience, administrators encouraged the idea and offered to help arrange some schedule of meeting time during the school day for the club: at least once a week.

After the club began to meet, it was clear that they were extremely interested in their activity. Feeling that they did not have enough time at school for certain planned activities, they decided to meet after school at the homes of members of the club.

In such meetings, the stage was set for the character playing of one assumed character by every member of the club, regardless of sex. The auditorium teacher was to supply the lines to be memorized to each member. A reasonable time was to be allowed for memorization before presentation.

After presentation, each participant would be evaluated first on a hectographed sheet which was to be marked for each performer. The performer's speech, voice, gestures, etc., were to be checked as superior, good, fair, and poor.

The emphasis in oral evaluation was on the positive elements, or what could be done to make the performance better. The hectographed sheets were to be given to the auditorium teacher, who would do a final evaluation with the club.

The parents of club members became a vital part of the activity. When the club would meet in homes, refreshments were served and parents enjoyed watching dramatic presentations by the individual members.

The big pay-off to the club members would be the presentation of one-, two-, or three-act plays for school assemblies and youth organizations of local churches.

The success of such an activity is apparent. Student-initiated, with efficient sponsorship, having the support and interest of parents, and then finally serving the community at large made the experience rich, rewarding, and meaningful to the students.—Jacqueline Collins, Gold-berg Elementary School, Detroit, Michigan

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Your Editor frequently receives letters whose writers are seeking information on various topics. Such letters are always most welcome. We desire to be of continuous help to our subscribers and others. We are suggesting that members of schools having information and ideas and experiences relative to the questions sent in—make them available by writing to those asking for the information. Your Editor will appreciate it also.

Dear Editor:

I am seeking information concerning the organization and activities of Boys' Clubs in the secondary school.

Would it be possible for you to send me the names and addresses of schools which have such organizations as well as any literature which I may purchase?

Very truly yours,  
Miss Dorothy A. Scott  
Head Teacher  
Fairmount School No. 4  
Hackensack, New Jersey

## Comedy Cues

### A Foreign Tongue

A woman traveling by train was talking with the man in the adjoining seat. In describing her holiday, she said that she had visited San Jose.

"You pronounce that wrong," said the man. "It is 'San Hosay.' In California you should pronounce all J's as H's. When were you there?"

The woman thought for a minute and then answered, "In Hune and Huly."

—X—

### Rags to Riches

"I feel sure, my poor man, that poverty brought you to this," said the kind old lady visiting the state prison.

"No, ma'am, quite the contrary," answered the prisoner. "I happened to be coining money."

—X—

### Just People

A seven-year-old girl submitted the following composition on "People" to her teacher: "People are composed of boys and girls, also men and women. Boys are no good at all until they grow up and get married. Men who don't get married are not good either. Boys are an awful bother. They want everything they see except soap. My ma is a woman and my pa is a man. A woman is a grown up girl with children. My pa is such a nice man that sometimes I think he must have been a girl when he was a boy."—School Business Affairs



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